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ABSTRACT

The learning packet is intended to provide the eighth grade social studies teacher with supplemental material for teaching beginning and intermediate students of English as a second language. It contains a variety of activities to assist in developing the student's vocabulary skills, reading comprehension, writing skills, and a working knowledge of the curriculum. The games, exercises, and puzzles included are designed to enhance the student's ability to participate in the classroom. The guide consists of sections on instructional techniques and suggestions for this student group and three units: (1) an orientation to school that conveys information about getting to school, school rules, and the code of student conduct, designed for use with many visual aids; (2) an introduction to geography providing basic map skills; and (3) a unit on the United States Constitution and nation building, including materials added and rewritten to assist teachers in preparing the students for the Maryland Test of Citizenship Skills. All three units contain numerous black line masters for duplication. (MSE)

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ED295461

BULLETIN

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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Instruction
Originating Office

June 30, 1987
Cancellation Date

TO: Middle School Principals
Middle School Social Studies Teachers

FROM: Associate Superintendent for Instruction

SUBJECT: Learning Packet in Social Studies - 8th Grade ESOL

1. PURPOSE: To distribute Learning Packet in Social Studies, 8th Grade ESOL.

2. INFORMATION: This learning packet was developed to provide the eighth grade social studies teacher with supplemental material for teaching beginning and intermediate ESOL students. The guide contains a variety of activities to assist in developing the students' vocabulary skills, reading comprehension and writing skills.

   Three units are presented in this packet:

   (1) Orientation to School - This unit was developed because of the great need to convey information about getting to school, school rules and the Code of Student Conduct. Since many ESOL students have limited English skills at the time this unit is studied, it is designed to include many instructional visuals.

   (2) Introduction to Geography - This unit supplements the regular social studies curriculum guide and presents basic lessons in map skills. This unit is to be presented at the beginning of the school year.

   (3) Constitution and Nation Building - This unit was designed to prepare the ESOL student for the Maryland Test of Citizenship Skills.

   As teachers use this curriculum guide, they are invited to share their experiences, concerns and suggestions for improvement or revision. Please encourage them to provide feedback to the social studies supervisors or the ESOL Coordinator.

3. FILING INSTRUCTIONS: Retain until June 30, 1987.

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LEARNING PACKET IN SOCIAL STUDIES
(8th GRADE) FOR
ESOL STUDENTS

Prince George's County Public Schools
Upper Marlboro, Maryland 20772
1987

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Charlene Stiefvater, ESOL

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Learning Packet in Social Studies (8th Grade) for ESOL Students

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INTRODUCTION

This learning packet is intended to provide the eighth grade Social Studies teacher with supplemental material for teaching beginning and intermediate ESOL students. The guide contains a variety of activities to assist in developing the student's vocabulary skills, reading comprehension, writing skills, as well as a working knowledge of the curriculum. The activities should enhance the student's ability to participate in the classroom.

The units included in this packet were selected because the existing ESOL guides did not include them or did not address the issues adequately.

The first unit of the packet, Orientation to School, was selected because of the great need to convey information about getting to school, school rules and most importantly, the Code of Student Conduct. Recognizing that many ESOL students have very limited English skills at the time this unit is being studied, it was designed for use with many visuals.

The second unit, Introduction to Geography, is meant to supplement the Social Studies Curriculum Guide to provide basic lessons in map skills. This unit will be used at the beginning of the year, as well as with the Orientation unit, when English skills are at a minimum.

The ESOL History Guide provides lessons for the Units of Exploration through the American Revolution. Thus, these topics were not included in this packet.

The third unit in this project, the Constitution and Nation Building, uses the ESOL 9th grade Civics Guide as a basis. Materials were added and re-written to help the 8th grade teachers prepare ESOL students to be successful on the Maryland Test of Citizenship Skills.

All three units included in this packet contain numerous black line masters intended to be duplicated for use with students.

ESOL students come from a wide variety of backgrounds and have varying English proficiency levels. As a result, they will not all progress at the same rate. Individual progress depends on the student's maturity and intelligence. Some beginning ESOL students may experience a silent phase. During this phase, although the student is very reluctant to speak, he or she is sampling vocabulary, observing classroom behavior patterns, and generally adjusting to a new situation. This silent phase does not indicate that the student is not learning.

The materials in this packet are meant to be used as supplements to the teacher's already existing materials. It is intended for, but not limited to, ESOL students.

THE ESOL STUDENT

ESOL students may have difficulty adjusting to their new enviornment for the following reasons:

- Students are at widely different levels of English proficiency and knowledge.
- Students may not be aware of accepted behavioral patterns within the school and classroom. This may be their first school experience.
- Students who have studied English in their own country with non-native English speaking teachers are frequently deficient in listening comprehension and speaking skills. They can often read and write far better than they can understand and communicate orally.
- Students may have difficulty making friends with American students. This tends to make them feel more isolated and compounds adjustment difficulties.
- Students may have difficulties participating in extra-curricular activities due to problems with communication and transportation or unfamiliarity with after-school programs.
- Students may come into cultural conflict with their families as they begin to make cultural adjustments at school and with American peers.
- Students may work after school limiting the time available for study.

SUGGESTIONS FOR TESTING ESOL STUDENTS

Beginning students may range from those of very little oral proficiency, who are unable to function in the spoken language to the intermediates who are able to maintain a simple face to face conversation on familiar topics.

In light of this and the likely vocabulary and reading deficiencies exhibited by ESOL students these alternative test approaches are suggested:

1. Item identification either oral and/or written, such as matching.
2. Vocabulary or sentence jumbles.
3. Multiple choice items using familiar vocabulary.
4. Oral questions requiring short answers.
5. Pictorial sequencing.
6. Cloze or Completion using familiar vocabulary.
7. Answering written questions based on readings using familiar vocabulary.

The following material illustrates a paragraph as it is found in its entirety in *The United States Book I*, as it would be read by a beginning ESOL student and as it would be read by an intermediate ESOL student.

The Paragraph as it appears in the textbook.

Few harbors are found along the Pacific Ocean. San Francisco Bay has one of the world's best harbors. It is a port for many ships. From there goods are exported. Goods are also imported. Ships can dock at Los Angeles, too. It is the world's largest man-made harbor. Puget Sound is large enough for ships to enter and dock. In Alaska, ships can load and unload in Juneau all year. Find the three ports on Map B.

TO ILLUSTRATE WHAT AN ESOL STUDENT CAN UNDERSTAND WHEN HE/SHE READ, UNFAMILIAR VOCABULARY HAS BEEN DELETED IN THE FOLLOWING PARAGRAPH.

To a beginning ESOL Student:

___ _______ are _____ _____ the Pacific Ocean. San Francisco _____ has one of the _______ ____ _______. It is a ____ for many _____. From there _____ are ________. _____ are ____ _________. _____ can ____ at Los Angeles, too. It is the _______ largest ________ ______. Puget Sound is large _____ for ______ to enter and ____. In Alaska, _____ can ____ and ______ in Juneau all year. Find three _____ on Map B.

To an Intermediate ESOL Student:

Few _______ are found along the Pacific Ocean. San Francisco ___ has one of the world's best _______. It is a ____ for many ships. From there _____ are ________. _____ are also ________. Ships can _____ at Los Angeles, too. It is the world's largest man-made _____. Puget Sound is large enough for ships to enter and ____. In Alaska, ships can _____ and ______ in Juneau all year. Find the three _____ on Map B.

INSTRUCTIONAL TECHNIQUES

The following teaching techniques have been grouped under the various skills they reinforce. Some techniques appear more than once. It is hoped that this list will facilitate using a variety of techniques to develop each skill.

Vocabulary Development:

- Vocabulary Pictorials for identification of vocabulary items
- Blank vocabulary Pictorials
- Vocabulary matching
- Words to know - giving simplified meanings
- Crossword Puzzles
- Word Search Puzzles
- Transparencies - these can be made from blank vocabulary pictorials for oral item identification and discussion of item use and/or function.

Reading and Reading Comprehension:

- Tracking as a pre-reading skill
- Wordsearch
- Visuals with sentences
- Reading paragraphs with follow-up questions.
- Multiple Choice
- Cloze or Completions
- Omission
- Sequencing

Writing Skills

- Trace, copy, recall
- Blank Vocabulary Pictorials
- Readings with questions
- Cloze and Completions

- Scrambled Sentences
- Sequencing
- Transparencies for guided writing
- Dictation

Oral Practice and Listening Comprehension

- Dictation
- Reading Paragraphs and questions - tape the reading selection with questions and have the student give and/or tape an oral response.
- Transparencies for oral identification or discussion
- Dialogues

ESOL INSTRUCTIONAL TECHNIQUES

1. CLOZE
2. VOCABULARY DEVELOPMENT
3. LANGUAGE MASTER
4. DIALOGUE
5. OBJECT LESSON

CLOZE

The cloze technique can be a good method for drilling or reviewing a specific structure such as verb tense or prepositions. It can also be used by content area teachers to review material which must be mastered before going on to new content. The following is one way to conduct a cloze exercise.

A teacher writes as many sentences as needed on the board or on a transparency. The material selected by the teacher should have been previously introduced to the students in at least one form. Every seventh or ninth word in the sentences (or new content area vocabulary) should be deleted or the correct answer covered. As the teacher reads the passage aloud, students may read silently filling in the blanks. The teacher then elicits oral responses and completes the written passage. The teacher reads the completed sentences orally, allowing students to repeat sentence by sentence with correct stress and intonation.

It should be noted that this is only one variation of a cloze technique. Teachers can supply the first letter of every deleted word to simplify the technique or delete words at different intervals.

VOCABULARY DEVELOPMENT

Vocabulary instruction for ESOL students is essential. Often new vocabulary words in content areas are introduced to native English speakers and ESOL students at the same time allowing for the same method of instruction. The following is a method of vocabulary instruction that can benefit all students:

1. Introduce the word by establishing a context in which students are encouraged to deduce its meaning.
2. Communicate the meaning of the item verbally and by demonstration. Use synonyms, antonyms, realia and pictures. Elicit a variety of definitions.
3. Repeat the word and have students practice pronunciation until it is learned.
4. Check comprehension by asking appropriate questions about the word.
5. Use the word by having students provide answers to open-ended questions concerning the word's meaning and use.

This is only one technique of vocabulary instruction. In any method used, teachers should utilize what students already know to develop additional vocabulary.

LANGUAGE MASTER

Often the pre/non-literate student can only participate in a part of a lesson presented to the class. In order to individualize with these students while the class moves on to reading and writing activities, the language master can be used. Having a language master in the room provides immediate reinforcement through on-the spot recording from the day's work. Often a student assistant can record the work as it is being presented, i.e., the teacher introduces new vocabulary item and student records it on the card. The following are areas of instruction which lend themselves to language master use:

1. Word recognition: A student reads the word/sentence printed on the card, then checks with recorded model.

2. Context clues: An incomplete sentence requiring only one suitable word is printed on the card. The student completes the sentence and checks with the recorded model.

3. Dictation of words or sentences: An incomplete sentence or the appropriate number of blanks are written on a card. Answers to the dictation can be written on the back of the card.

4. Listening Comprehension: Dialogues or very short narratives are recorded, one line or sentence per card. Cards are scrambled. Students listen and then put the cards in order. (Teacher must provide correct model on card.)

5. Matching exercises: A word with several synonyms to choose from is written on the card. Students select a response and record on student track, and then listen to the instructor track for the correct answer.

6. Matching pictures to words: A picture is either drawn on or glued to the card. Students identify and then listen to the answer. A written answer can be found on the back of the card. (The student can hear the correct answer on the instructor track - correct his/her pronunciation on the student track, and also have the word reinforced visually by the written answer on the back of the card.)

NOTE: Prepared cards are available from the ESOL Office.

DIALOGUES

Dialogues are used in the ESOL classroom as models of correct speech incorporating structures that are necessary in a specific unit of study. Correct pronunciation and intonation is practiced as new vocabulary and structures are introduced. Dialogues provide an excellent way for students to practice English and provide a take off point for writing/creating their own dialogues and presenting them to the class.

The content area teacher can use this technique of language learning by including pertinent material in dialogue form. For example: the social studies teacher might write or have students present a dialogue about the Presidents of the U.S., practicing their names and ordinal numbers as well as other structures.

Pedro: "Who was the first President of the U.S.?"

Carme: "I don't know. Let's ask Mr. Smith."

Pedro: "Mr. Smith. I think George Washington was the first President of the U.S. Am I correct?"

Mr. Smith: "Yes, you are. Do you know who the second President was?"

Pedro: "No, but I know how I can find out."

Mr. Smith: "Great! Tell me."

Pedro: "I'll ask my history teacher again."

OBJECT LESSON

The object lesson technique is similar to the show and tell technique used in the primary grades. Have a student bring in an object from his/her native country. The object should be one that can stimulate questions and discussion. The student and teacher can briefly discuss the object and then questions from the class can be taken. Students should be encouraged to ask a variety of questions (guidelines can be given such as "What is it made of?", "What is it used for?", "How much does it cost?"). This technique allows the ESOL student to share his/her culture as well as improve his/her listening and speaking skills. This technique also allows the ESOL student to contribute cross-cultural insight.

UNIT I

ORIENTATION TO SCHOOL

UNIT: ORIENTATION TO SCHOOL

Objectives:

At the end of this unit each student should be able to identify:

1. The Roman alphabet
2. His address and phone number
3. Where he lives in relation to a map of Maryland and Prince George's County
4. The way to use a simple map to find his/her way:
   a. to and from school
   b. in the school
5. Excused absences to school
6. A sample excuse note
7. The important facts in the Code of Student Conduct
8. Some study and test taking skills

This unit was designed to be used with beginning and intermediate ESOL students. This unit will be used at the beginning of the year so an attempt was made to keep it very simple recognizing that some ESOL students will have little or no English skills at this point in time. We recommend a liberal use of pictures by the teacher to supplement this unit. We also recommend an in depth presentation of Study Skills be delayed until the students have a better mastery of English.

This unit follows the Social Studies Guide and can be supplemented by material from the Guide.

This unit can be used independently by a student who enters school after the Orientation Unit has been studied to help the new student become acquainted with language, school, etc.

ESOL teachers have found that some SL/RD techniques are particularly effective with ESOL students. For this reason we recommend that teachers consult the Code of Student Conduct activity package available for 7th Grade SL/RD classes for additional activities.

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VOCABULARY LIST

ABSENCE: not present

ALPHABET: the 26 letters in the English language

BEHAVIOR: conduct

CIRCLE: to enclose

CITY: large town

CODE: rules

CONDUCT: actions

CONSONANTS: letters that are not vowels

COUNTRY: nation

DRUGS: any substance used to change behavior/health when taken into the body

ENGLISH: the language of the United States

EXCUSED: to pardon

FLOOR PLAN: map of the inside of a building

GUARDIAN: one who cares for another when a parent is not present

HOUSE/HOME: where you live

LANGUAGE: written and spoken words used in communication

LIVE: reside

MAP: picture of an area as seen from above

NUMBER: a unit of measurement

NURSE: a health professional

PHONE NUMBER: the numbers you can use to call someone on the telephone

PRINCIPAL: head of the school

ROOMS: divisions of a building having a floor, ceiling and four walls

RULES: laws

SCHOOL: a building or place set aside for education

SKILLS: what you can do

STATE: one of the fifty divisions of the United States

STUDENT: one who learns

TEACHER: one who helps others to learn

TEST: a written or oral way to tell how much you have learned

TELEPHONE: a tool used to communicate with someone far away

UNEXCUSED: not pardoned

WEAPONS: anything that can be used to hurt someone else. Common weapons are guns or knives

Date

Name

Subject

Unit Orientation Activities

Assignment

TRACE	COPY	RECALL
1 phone number		1
2 principal		2
3 recess		3
4 rules		4
5 school		5
6 skills		6
7 state		7
8 students		8
9 teachers		9
10 test		10

Date

Name

Subject

Unit Orientation to School

Assignment

TRACE	COPY	RECALL
1 absence		1
2 alphabet		2
3 behavior		3
4 circle		4
5 city		5
6 code		6
7 conduct		7
8 consonants		8
9 country		9
10 drugs		10

Date
Name
Subject
Unit Orientation [illegible]
Assignment

TRACE	COPY	RECALL
1 English		1
2 infrared		2
3 floor plan		3
4 guardian		4
5 house		5
6 home		6
7 language		7
8 live		8
9 map		9
10 number		10
1 nurse		

Date ____________ Name ____________ ____________

Subject ____________ Unit Orientation [illegible]

Assignment ____________

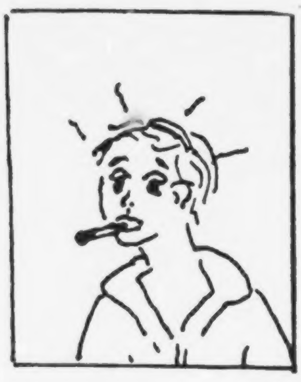
TRACE	COPY	RECALL
1 Telephone		1
2 unexcused		2
3 weapons		3
4 vowels		4
5 A a		5
6 E e		6
7 I i		7
8 O o		8
9 U u		9
10 My name is		10
1		

3/8 inch

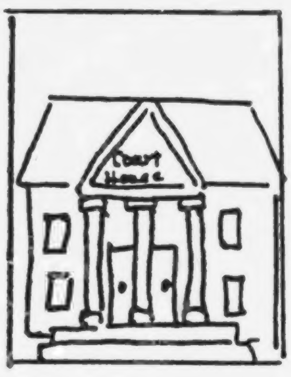
When can I stay out of School ?

Directions: Cross out the unexcused absences.

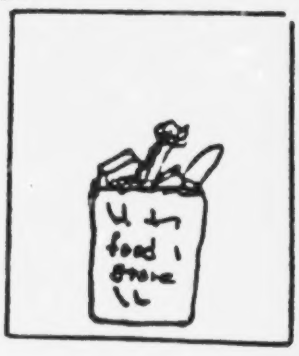
I was sick.



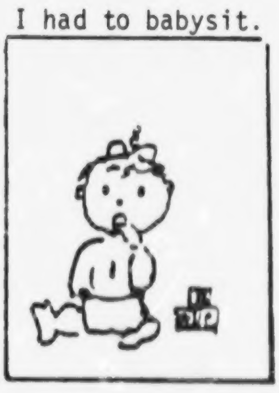
I went to court.



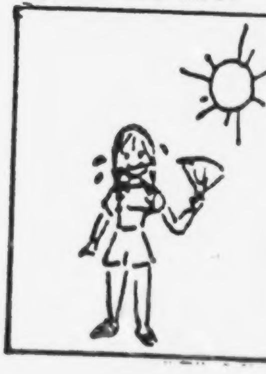
I went shopping.



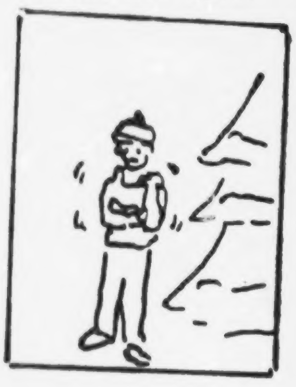
I had to babysit.



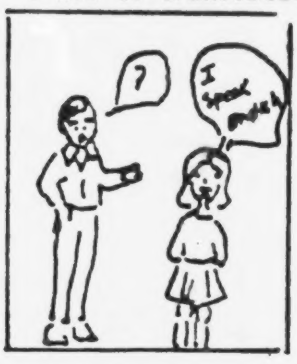
It was too hot.



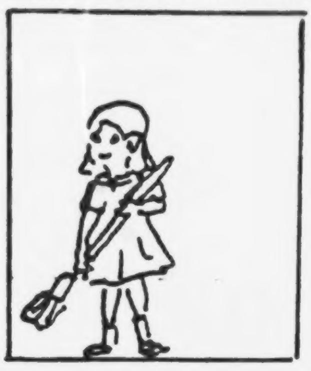
It was too cold.



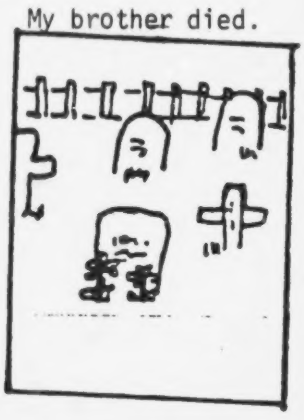
I had to translate.



I had to clean house.



My brother died.



The Alphabet

In the United States of America the primary language is English. This means most people speak English. English has an alphabet. The alphabet is:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz. Each letter can be written two ways. There are capital letters like A B C D. There are little or small letters such as a b c d. Names begin with capital letters. An example is Huang begins with a capital H.

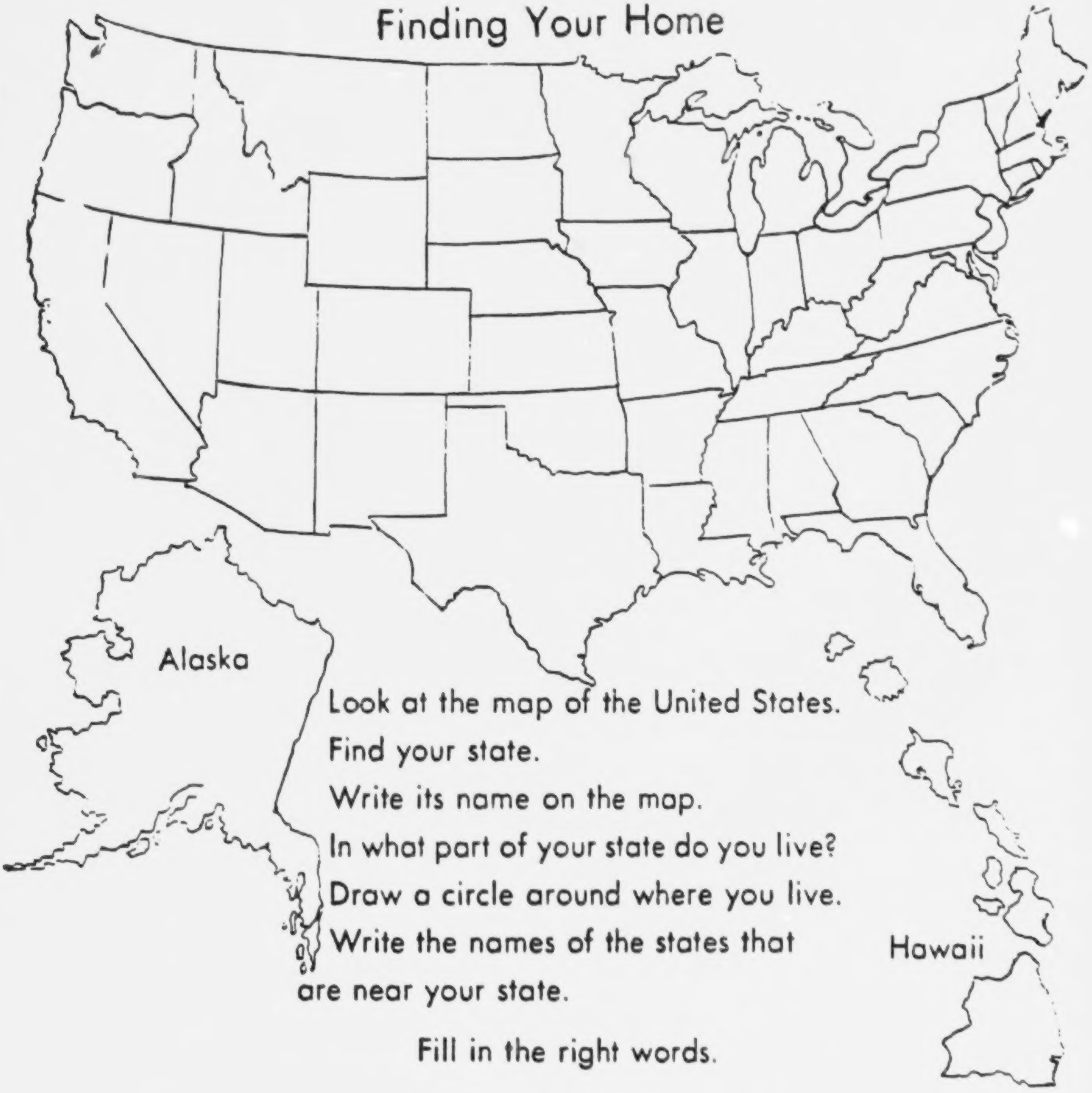
There are twenty six letters in the alphabet. Five of the letters are vowels. The vowels are A E I O U. The rest of the letters are consonants. They are B C D F G H J K L M N P Q R S T V W X Y Z.

Questions:

1. What language do most people speak in the United States of America?
2. What does English have?
3. How many letters are there in the alphabet?
4. What kind of letters are there?
5. Is the letter B a consonant or vowel?
6. Write the vowels.

Name ______________________________________ Date ____________________

Finding Your Home



Look at the map of the United States.

Find your state.

Write its name on the map.

In what part of your state do you live?

Draw a circle around where you live.

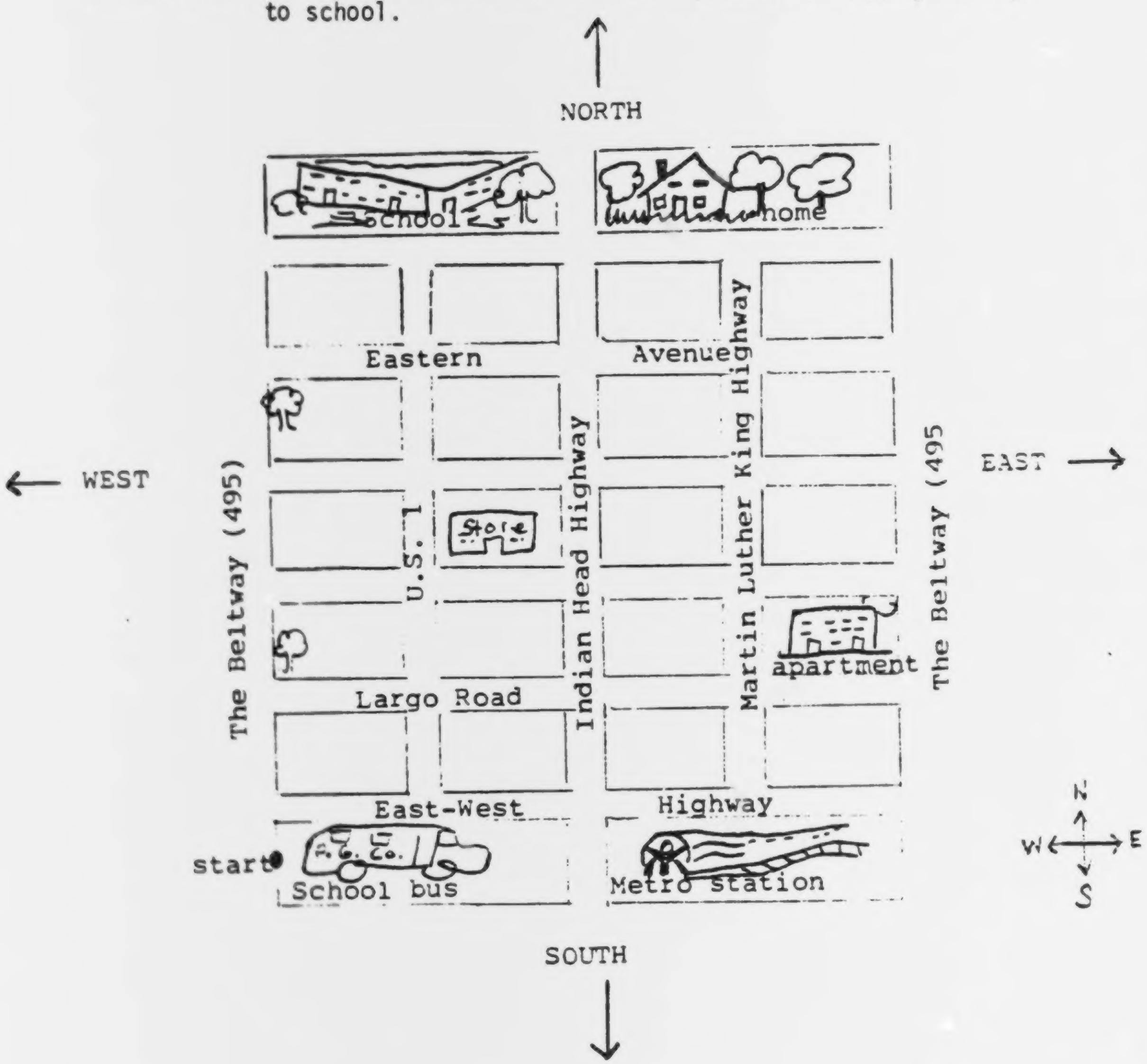
Write the names of the states that are near your state.

Fill in the right words.

On The back of this paper draw a picture of the house you live in now.
Draw your house in your home country too.

FIND YOUR WAY TO SCHOOL

DIRECTIONS: Follow the directions on the map below to find your way to school.


NORTH
school
home
Eastern
Avenue
WEST
EAST
The Beltway (495)
U.S. 1
Store
Indian Head Highway
Martin Luther King Highway
The Beltway (495
apartment
Largo Road
East-West
Highway
start
P.G. Co.
School bus
Metro station
N
W
E
S
SOUTH

Go to start.
Drive north
Turn east on Largo Road
Go two blocks
Turn north
Drive four blocks
Turn west
Where are you? ______________________

(At school I hope.)

Write directions to go from school to the Metro station.

DRAW THE WAY YOU CAN GO TO GET TO SCHOOL:

I live in ______________________________ (a house or an apartment).

The name of my street is ______________________________________.

My address is ____.

The name of my school is ______________________________________.

The address of my school is ____________________________________.

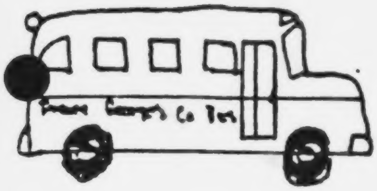
The phone number of my school is _______________________________.

On my way to school I go past ___________________________________

____

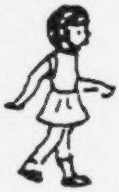
____

How do you get to school?

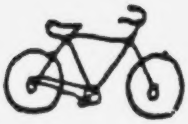


____
bus number

ride a bus



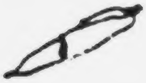
walk



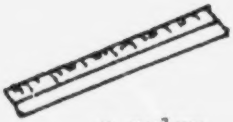
ride a bike

I __________ to school.

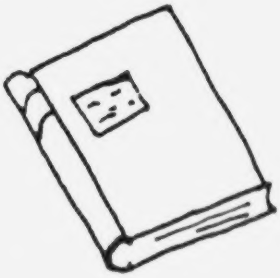
What do you need to bring to school?



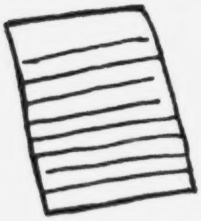
a pen



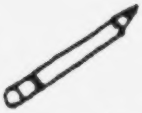
a ruler



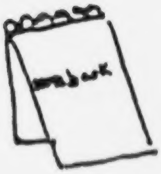
a book



some paper



a pencil



a notebook

I need to bring _______________ to school.

I need to bring a pen __________ school.

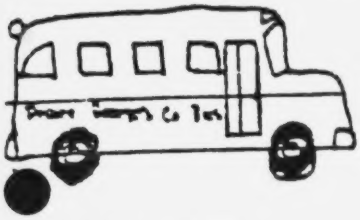
I ________ to bring a ruler to school.

I need to bring a notebook to ____________.

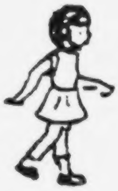
I need to _________ a pencil to school.

________ need to bring a book to school.

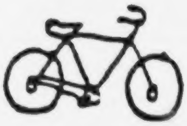
How do you get home from school?



ride a bus

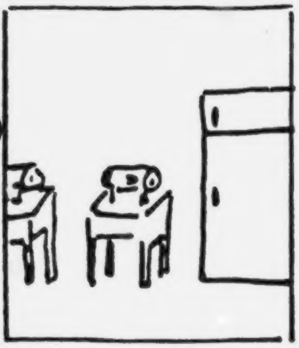


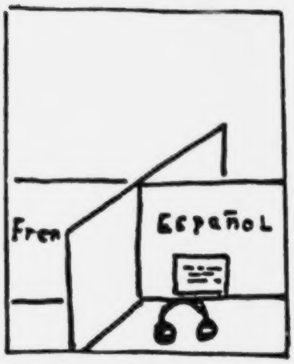
walk



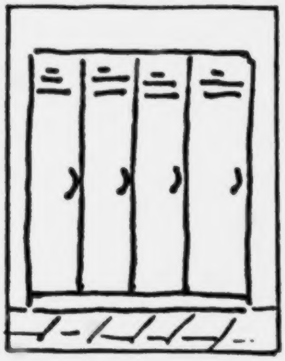
ride a bike

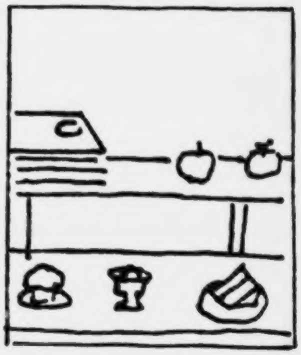
I ___________ from school.

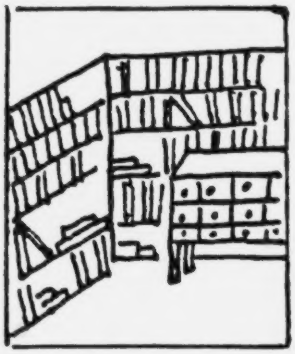

Home Economics



Foreign Language

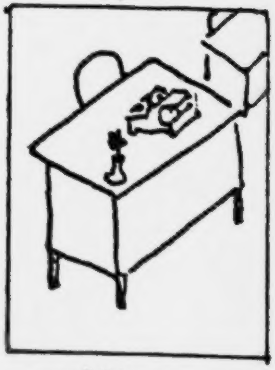

Lockers

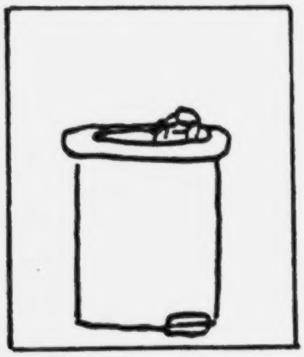

Lunchroom

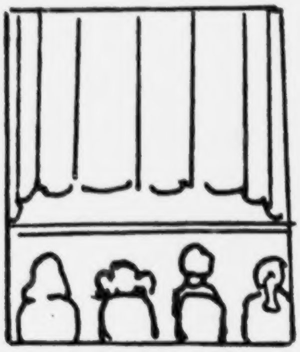

Library

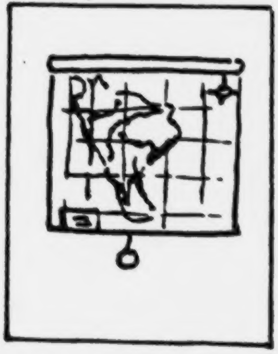
School Map

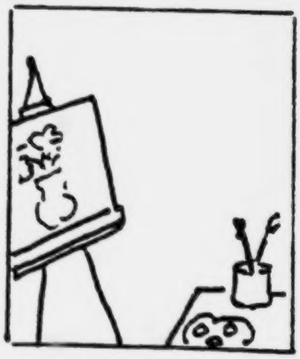
Use a floor plan of your school to make your personal map. Cut the pictures and paste them where they belong on your map.

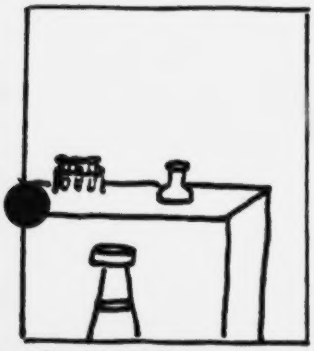

office

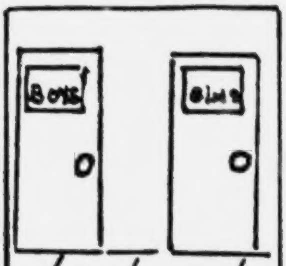

water fountain


Auditorium

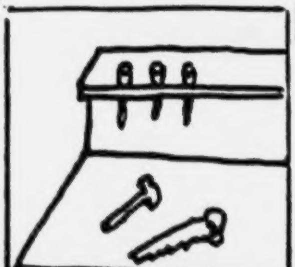

Social studies

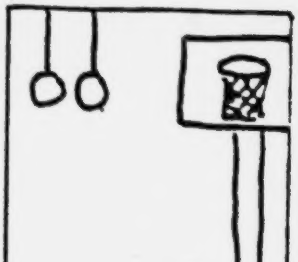

Art Room


Science



Bathroom

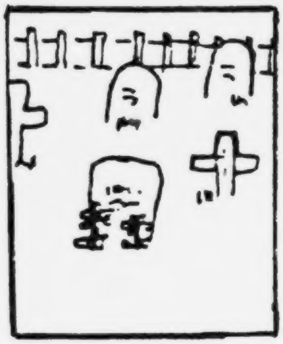

Industrial Arts

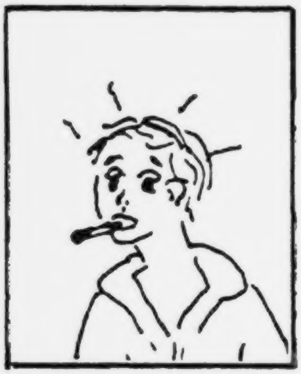

Gym (P.E.)

Absence From School

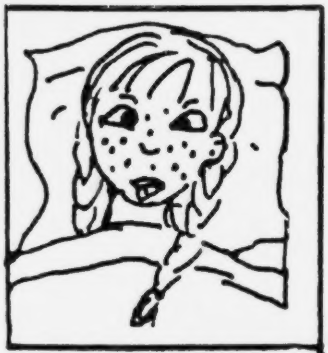
These are reasons for excused absences. If I stay out of school for these reasons, it will be excused:

1. Death in the immediate family
Example: My brother died.

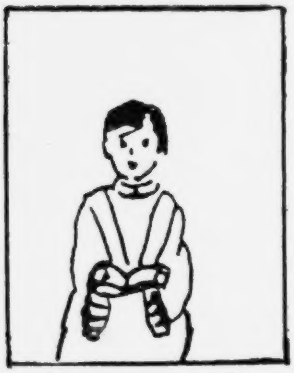




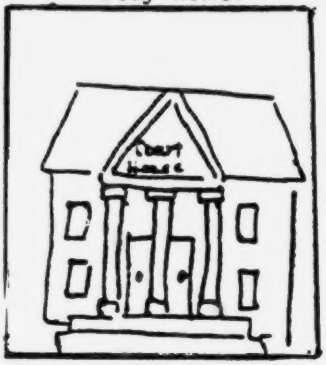
2. Personal illness
Example: I was sick.



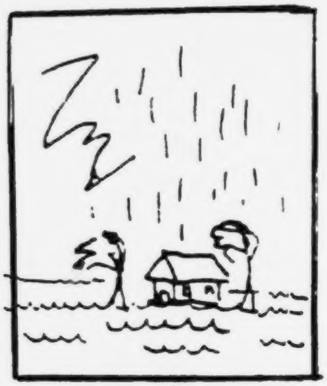
3. Quarantine
Example: The Public Health Nurse made me stay home.



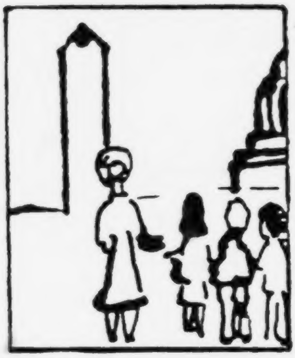
4. Observance of a religious holiday.
Example: I had a religious holiday.



5. Court Summons
I went to court.



6. Violent Storms
Example: There was a bad storm.

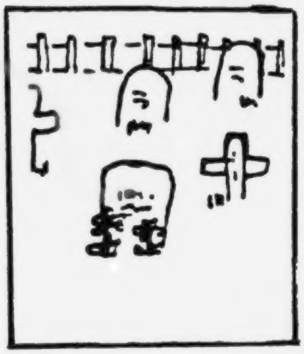


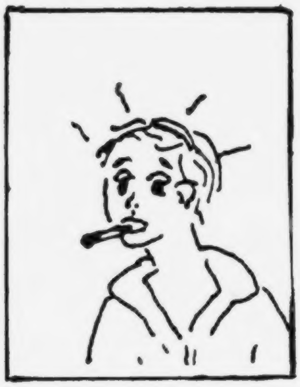
7. Work or activity approved by the school.
Example: I went on a trip with my class.

Absence From School

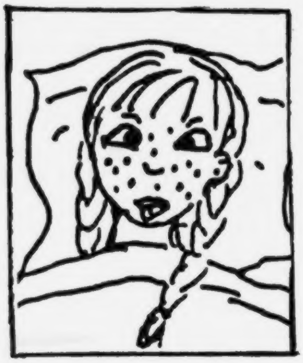
Write a sentence which tells an excused absence for each picture.
Example: I was sick.

1. ______________________

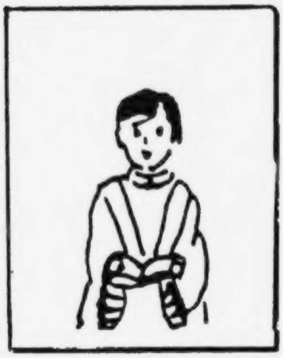




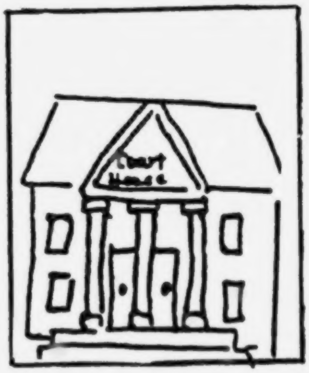
2. ______________________



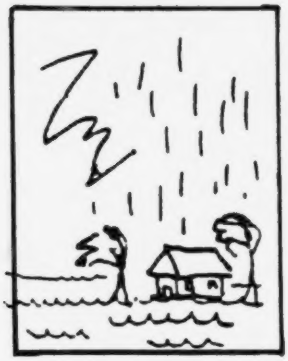
3. ______________________



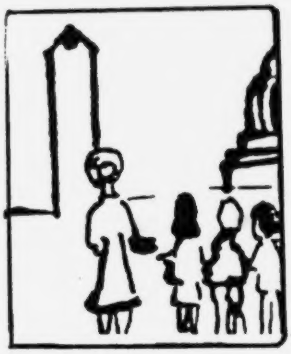
4. ______________________



5. ______________________



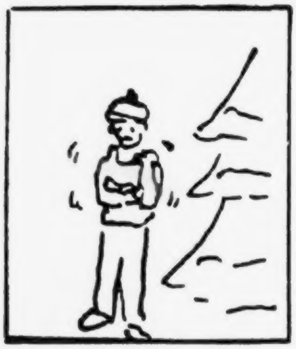
6. ______________________



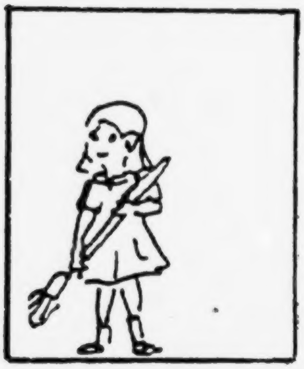
7. ______________________

Absence From School

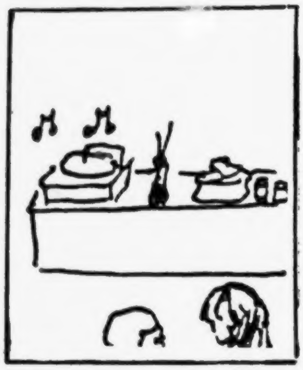
These are unexcused absences.



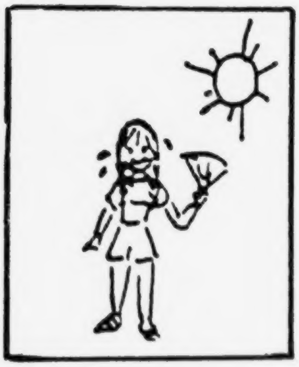
It was too cold.



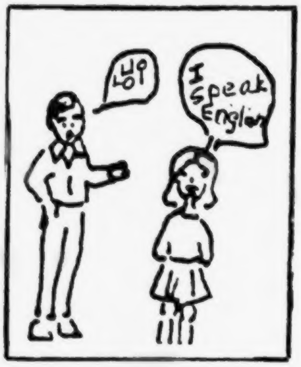
I had to help at home.



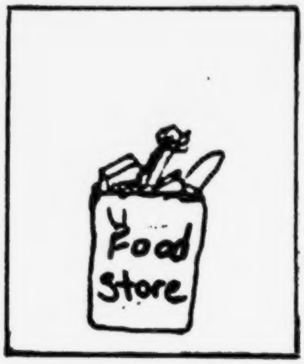
I went to a party.



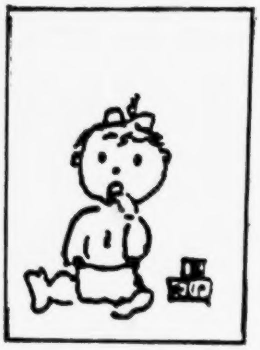
It was too hot.


Hola
I speak English

I had to translate.

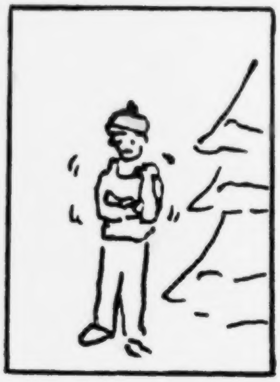


I went shopping.

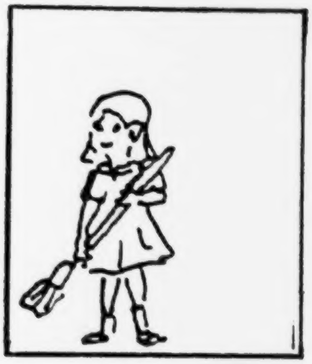


I had to babysit.

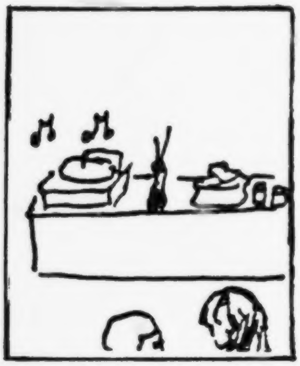
Write 7 sentences about these pictures. Begin each sentence with:
I can't stay home from school because ______________.
Example: I can't stay home from school because mother needed help.



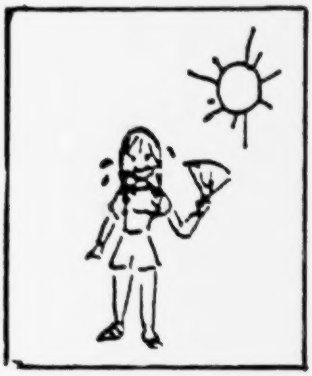
1. ____________________



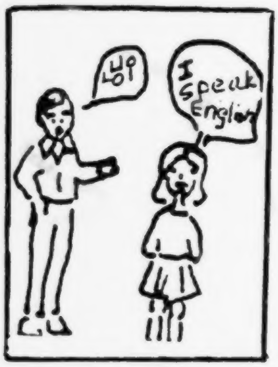
2. ____________________



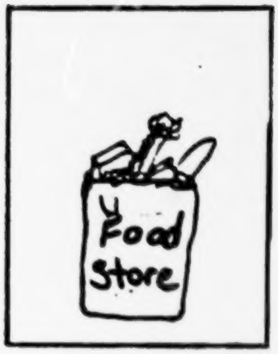
3. ____________________



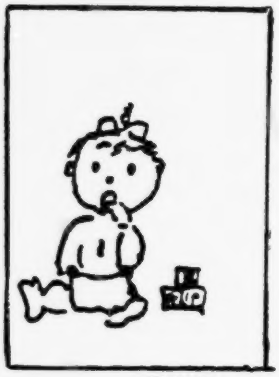
4. ____________________


I speak English

5. ____________________



6. ____________________



7. ____________________

TO THE TEACHER: Below is a sample note which may be copied and given to an ESOL student to show what kind of a note is required when he/she is absent.

____
Date

Dear _______________,

My son/daughter ____________________________ was absent from school
name

on _____________ for the following reason:
date

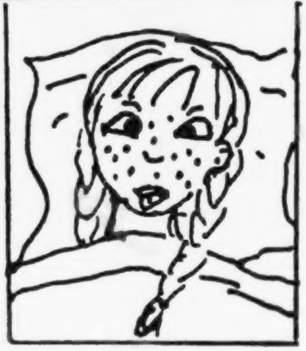
( ) personal illness
( ) religious holiday
( ) court summons
( ) death in the family
( ) other

____
Parent's signature

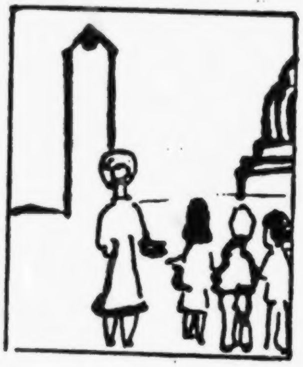
When can I stay out of School ?

Directions: Cross out the unexcused absences.

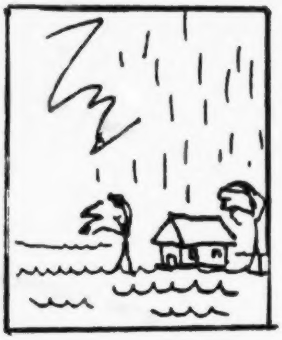
The Public Health Nurse made me stay home.



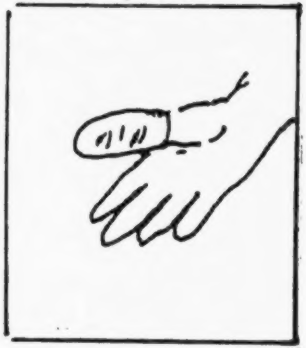
I went on a trip with my class.



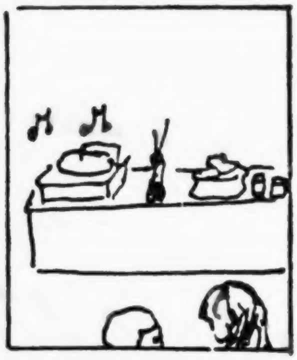
There was a big storm.



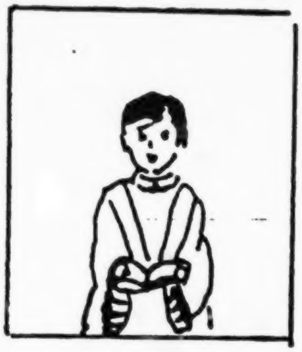
I hurt myself.



I was at a party and I was too tired.



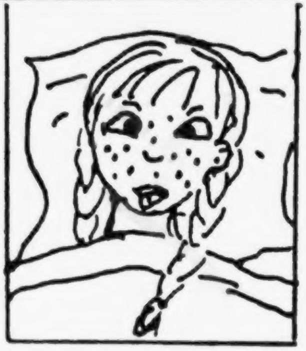
I had a religious celebration.



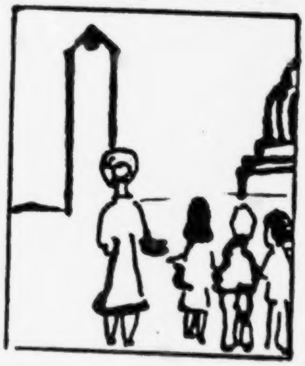
When can I stay out of School?

Directions: Cross out the unexcused absences.

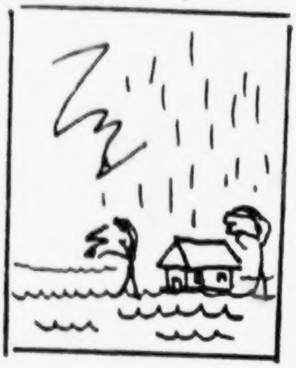
The Public Health Nurse made me stay home.



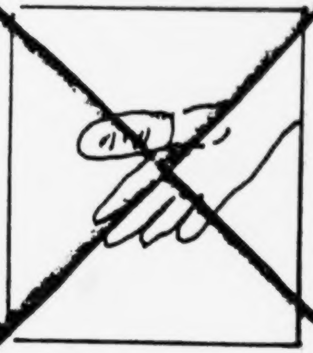
I went on a trip with my class.



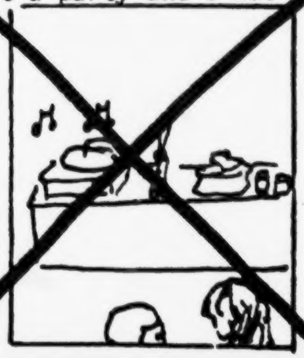
There was a big storm.



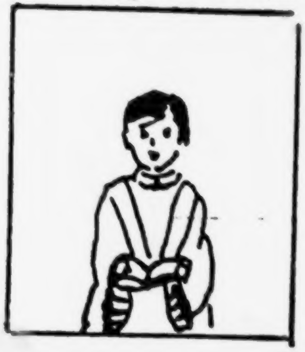
I hurt myself



I was at a party and I was too tired.



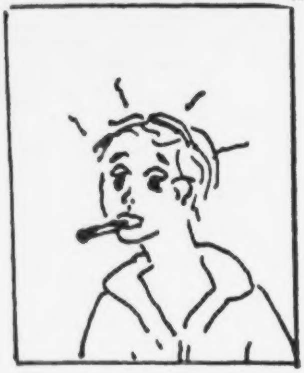
I had a religious celebration.



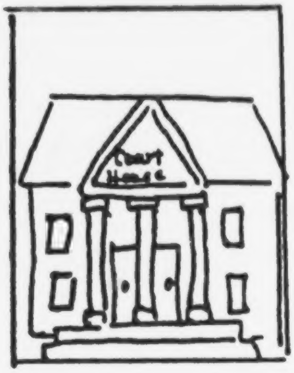
When can I stay out of School ?

Directions: Cross out
the unexcused absences.

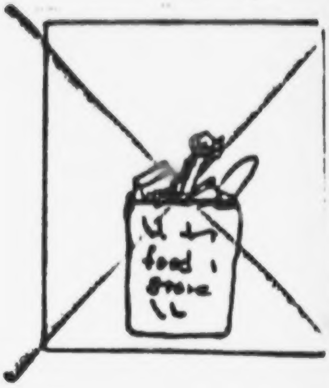
I was sick.



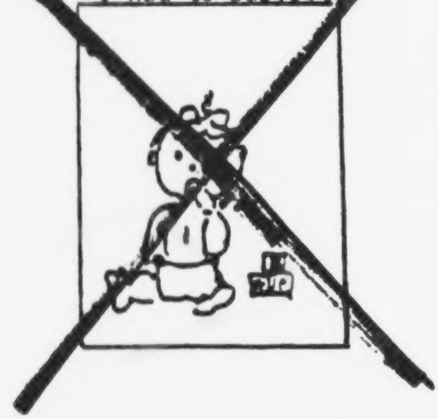
I went to court.



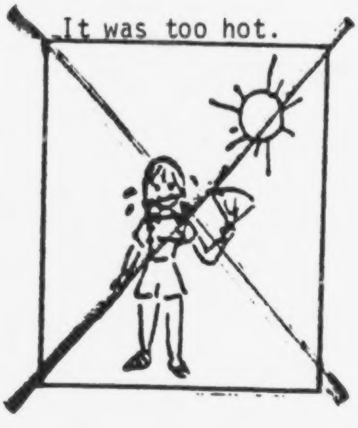
I went shopping.



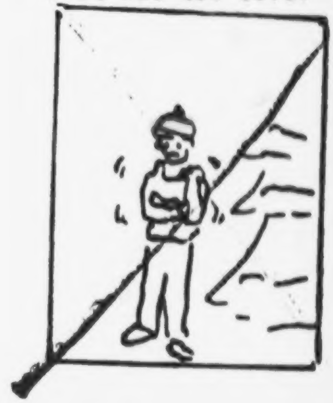
I had to babysit.



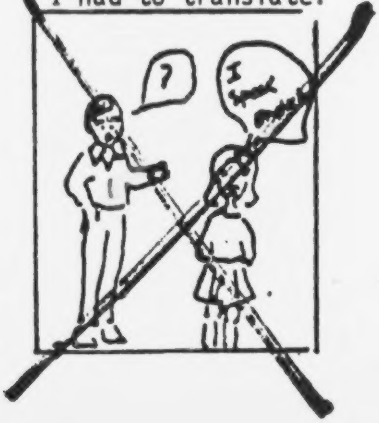
It was too hot.



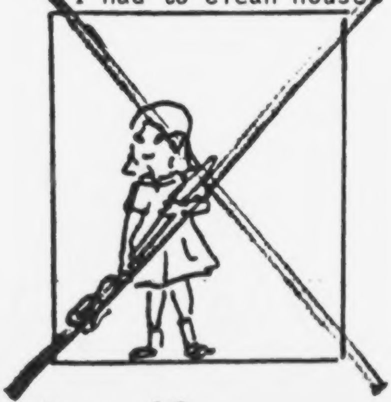
It was too cold.



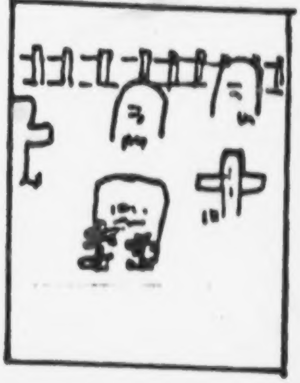
I had to translate.



I had to clean house.



My brother died.



STUDENT CODE OF CONDUCT

The Student Code of Conduct is a set of rules to be followed in all schools, on all school property, on all school buses and at all school functions. The rules are divided into lists of bad and very bad behavior.

The bad behavior is:

1. Cheating (copying homework or tests)
2. Making noise in class
3. Disrespect
4. Telling lies
5. Forgery (Writing a name that is not yours on your papers and claiming it is yours)
6. Gambling
7. Talking back to the teacher, or not doing what the teacher tells you to do
8. Hanging around where you don't belong (loitering)
9. Selling things in school

You can be suspended (not allowed to come to school) for one to five days for doing any of these things.

The very bad behavior is:

1. Setting fires
2. Turning in false fire alarms
3. Bringing fireworks to school
4. Fighting
5. Attacking someone
6. Stealing
7. Destroying school property

If you do any of these things you can be suspended for more than five days.

Code of Student Conduct

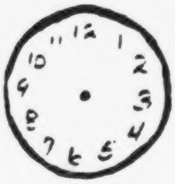
There are some very bad things you should never do or you will not be allowed to come to school for one year.

These are:

1. Using drugs
2. Selling drugs
3. Having drugs in your pocket, locker or purse
4. Using beer, wine or whiskey in school
5. Having beer, wine or whiskey in school
6. Having or using a gun or knife in school, or using any other object as a weapon to hurt someone.

To be put out of school for one year is called expulsion and this is very serious. The things you can be expelled for are also things that the police might arrest you for doing.

BUS RULES

1. My bus comes at  A.M.

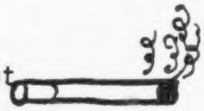
2. I ride bus number ______ in the morning.

3. I catch my bus at ________________________.
street

4. I ride bus number ______ in the afternoon.

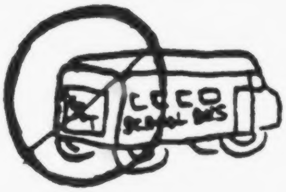
5. I sit down in the bus.

6. I will not fight on the bus.

7. I will not  smoke on the bus.

8. I will not open the emergency door unless told to by the bus driver.

9. I will obey the bus driver.



Code of Student Conduct

Bad Behavior

Use the letters in the boxes to complete the words. Cross out the letters you use. The letters not used will spell a word. Write that word at the bottom of the page.

ch	li	n
ru	f	dis
lo	le	g
ta	s	s

1. Copying homework or tests: _ _eating
2. Making sounds: __oise
3. Rude: _ _ _ respect
4. Things that are not true: _ _ es
5. Writing a name that is not yours and claiming it is yours: _ orgery
6. Playing games for money: _ ambling
7. Insubordination: _ _ lking back
8. Hanging around after school: _ _ itering
9. Taking money for things like candy in school: _ elling

_ _ _ _ _

Code of Student Conduct

Match the examples on the right with the behaviors on the left. Write the letter on the line in front of each number.

Behavior	Examples
______ 1. Setting fires	A. Setting off fire crackers
______ 2. Turning in false alarm	B. Hitting someone on the bus
______ 3. Bringing fireworks to school	C. Taking someone's lunch money
______ 4. Fighting	D. Making a fire in a trash can
______ 5. Attacking someone	E. Breaking windows
______ 6. Stealing	F. Throwing rocks at a teacher
______ 7. Destroying school property	G. Pulling the red handle to hear an alarm

Code of Student Conduct

Circle the good behavior on each line.

1.	cheating	listening	yelling
2.	telling lies	forgery	doing homework
3.	gambling	taking tests	selling
4.	making honor roll	fighting	stealing
5.	coming to school	attacking	setting off fireworks

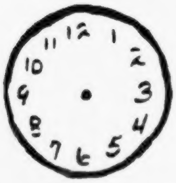
Code of Student Conduct

TO THE TEACHER: After discussing the Code of Student Conduct the student should be able to copy or take a dictation using the following sentences.

Dictation Sentences:

1. You can be expelled for very bad behavior.
2. Jose does not use drugs.
3. I will not sell drugs to anyone.
4. Did you put drugs in your purse, Maria?
5. My brother does not drink whiskey in school.
6. Han will be expelled because he drank wine in school.
7. Hushai used his belt to hit Ana Lisa.
8. The principal expelled Ling because he stole a car.
9. The Code of Student Conduct is a list of rules.
10. All students must obey the rules.

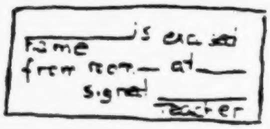
SCHOOL RULES

1. My school begins at  A.M.

12
1
2
3
4
5
6
7
8
9
10
11

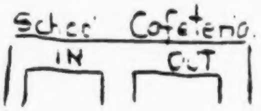
2. I go to my locker ____ times a day. I go before school,

__________ ______________________________.

3. I will get a green pass from my teacher. 

name ______ is excused
from room ___ at ____
signed ________
teacher

4. I will not wear a hat in the building.

5. I will eat in the cafeteria only. 

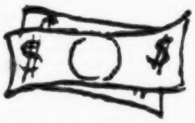
School Cafeteria
IN
OUT

6. I will not fight in school.

7. I will not use drugs or alcohol.

I will not bring them to school.

I will not buy or sell them.



8. I will take no medicine except in the Health Room.

Study Skills

To be good in my studies I need:

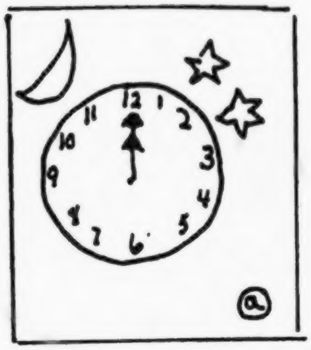
- a time to study
- a place to study
- no distractions (things that make me stop paying attention)
- to be comfortable
- to get all the things I need together (paper, pencil, book)
- to know what the assignment is
- to start to work immediately at homework time
- to have a list of directions for the assignment
- to know when the assignment must be turned in
- to get my assignments in on time
- to have a list of other chores that need to be done

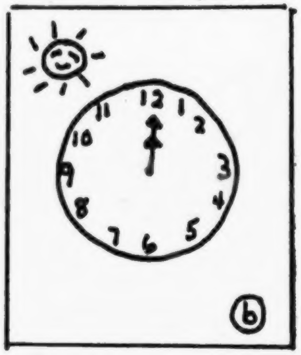
Test Taking Skills. Before I take a test I need to:

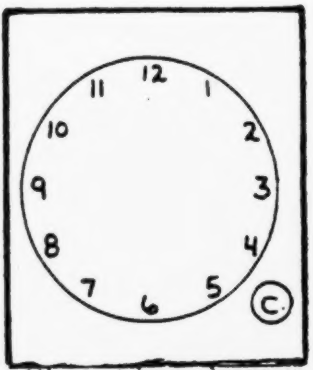
- review my notes and ask questions when I do not understand
- study things not clear
- relax
- listen to directions
- read directions carefully
- read each question twice before answering
- think before I write
- cover all points carefully
- leave time to check answers carefully
- after the test I should read the teacher's comments carefully and review the material
- ask questions when I do not understand.

SCHEDULING

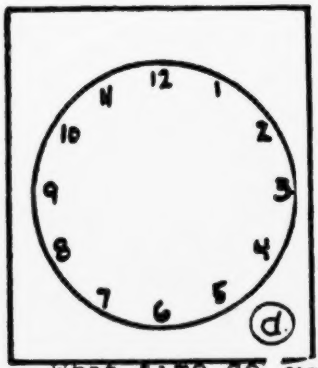
Directions: Answer the following questions by drawing the hands on the clocks to show the correct time.



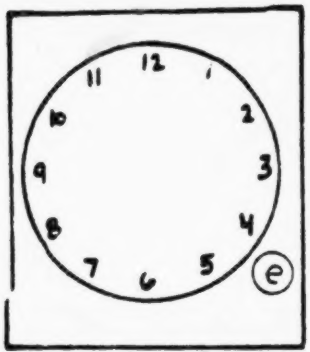




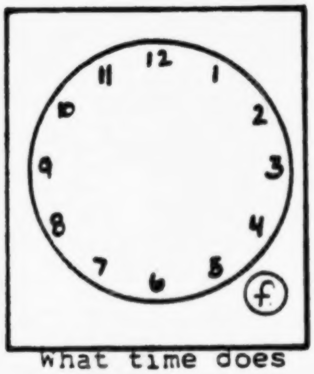
What time do you get up?



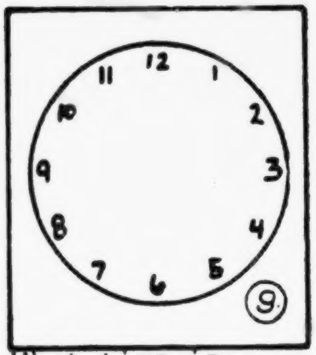
What time do you leave home?



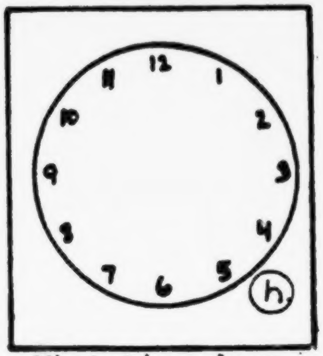
What time do you get to school?



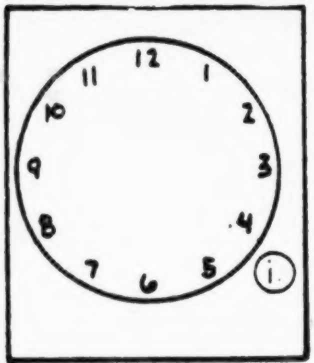
What time does school start?



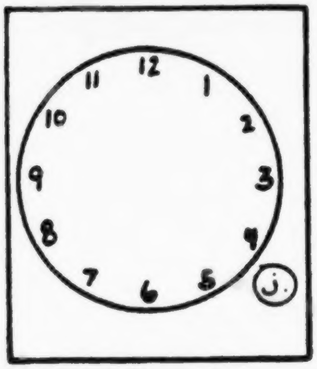
What time is lunch?



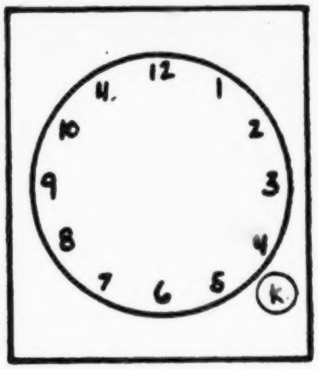
What time does school close?



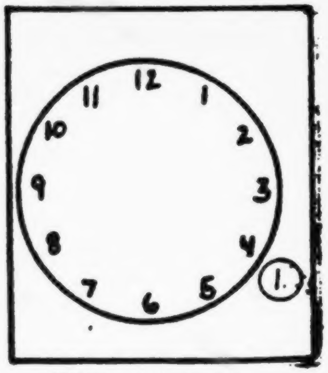
What time do you get home?



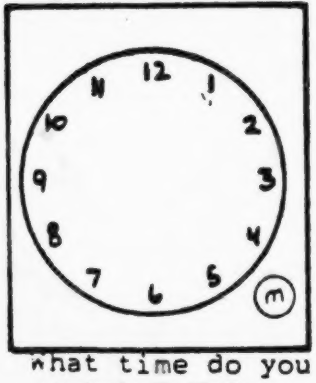
What time do you study?



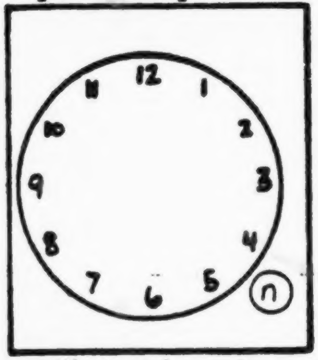
What time do you play?



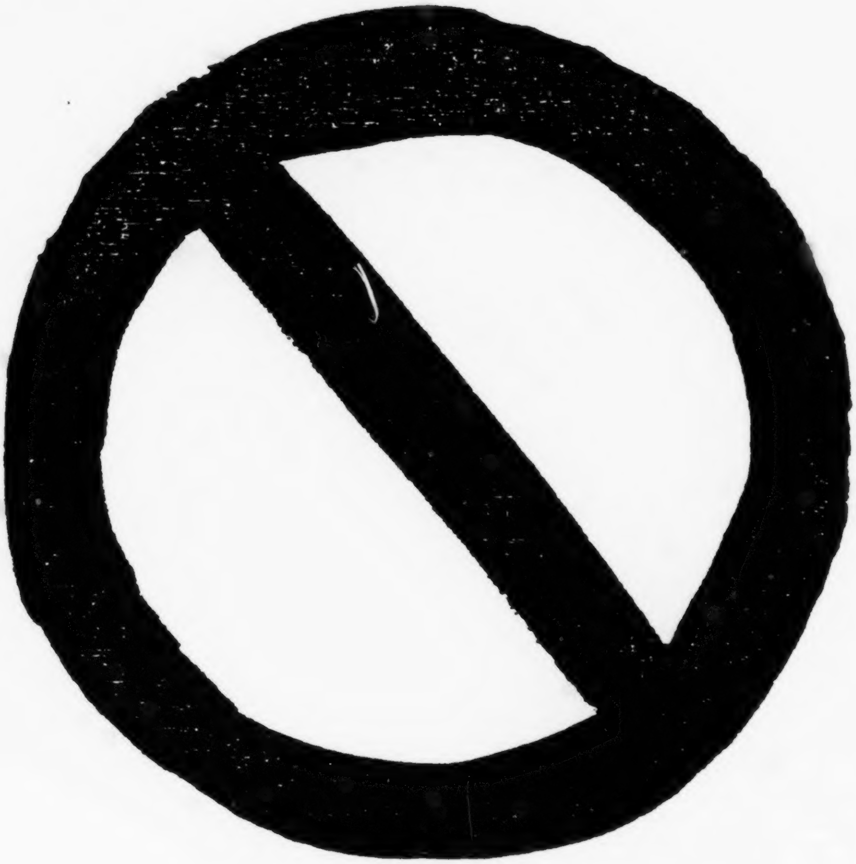
What time do you eat dinner?



What time do you watch T.V.?

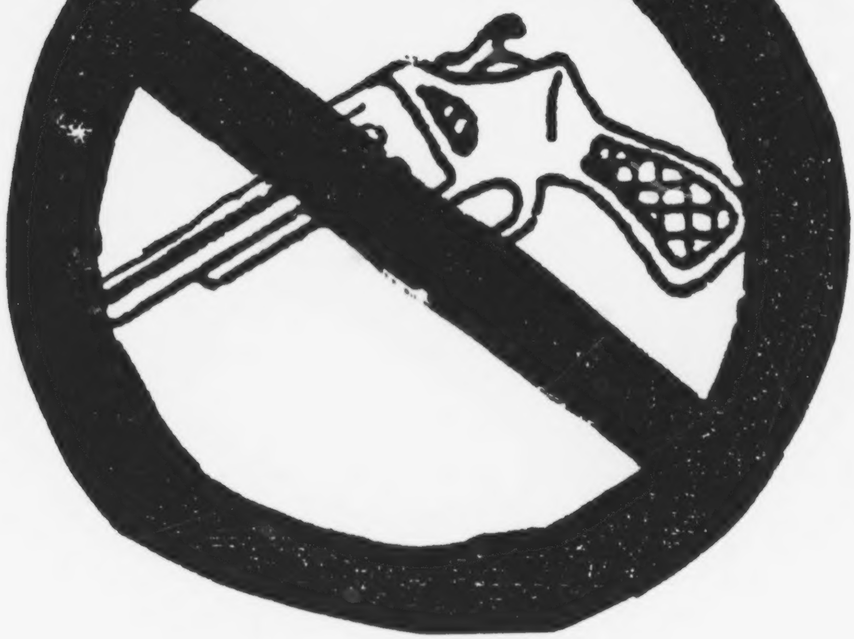


What time do you go to bed?

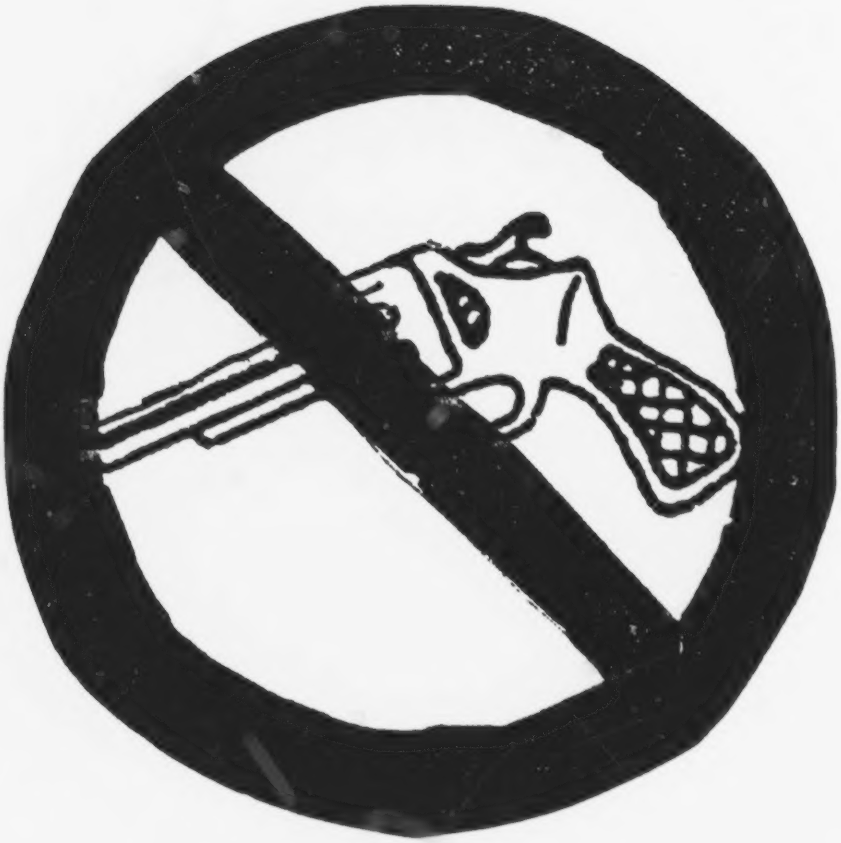


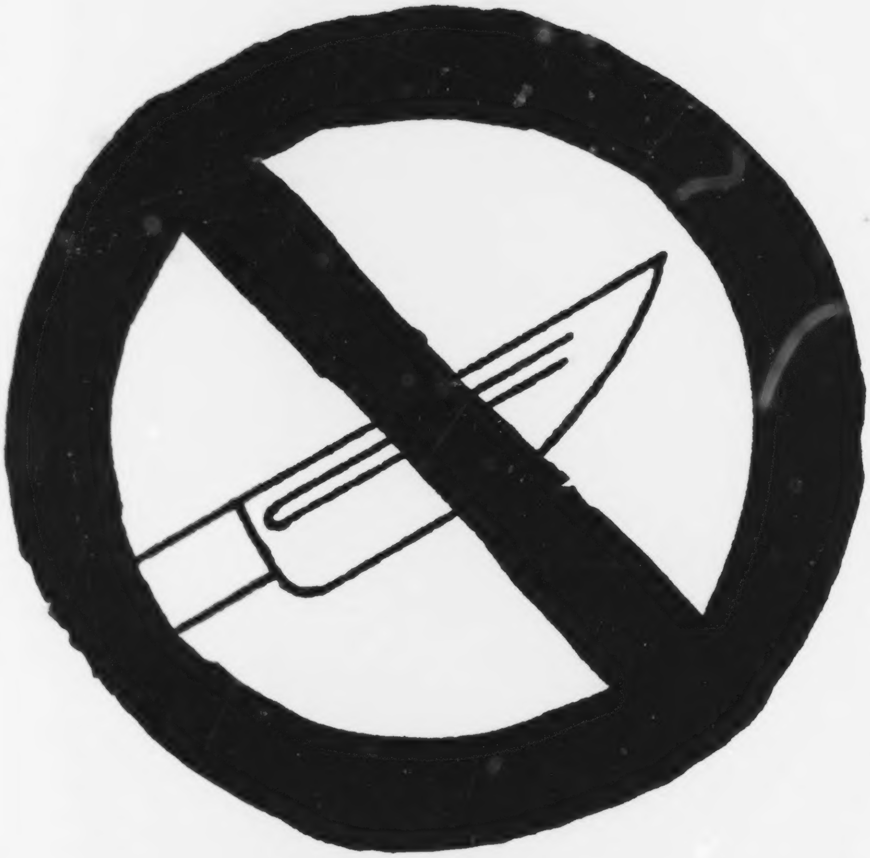
This sign means

NO.

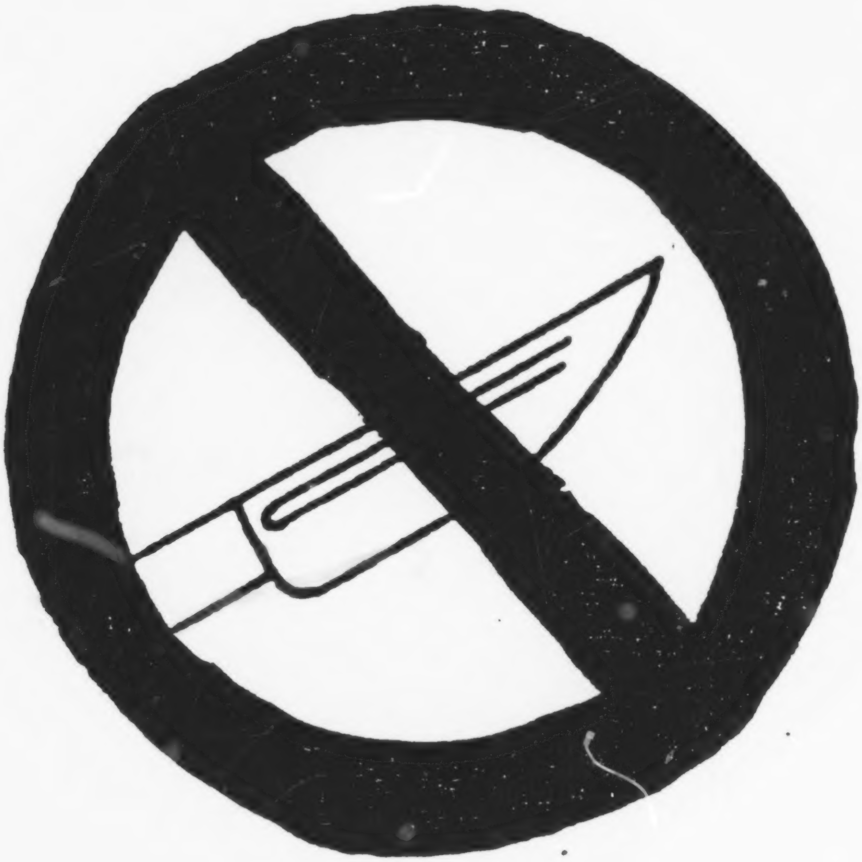


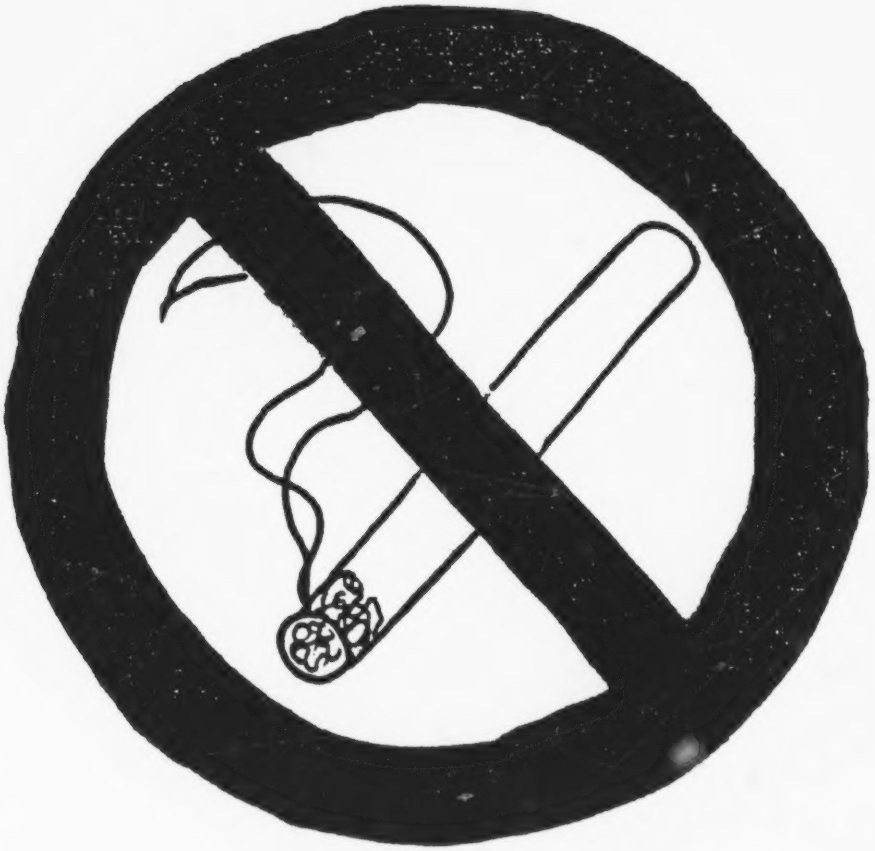
No Weapons



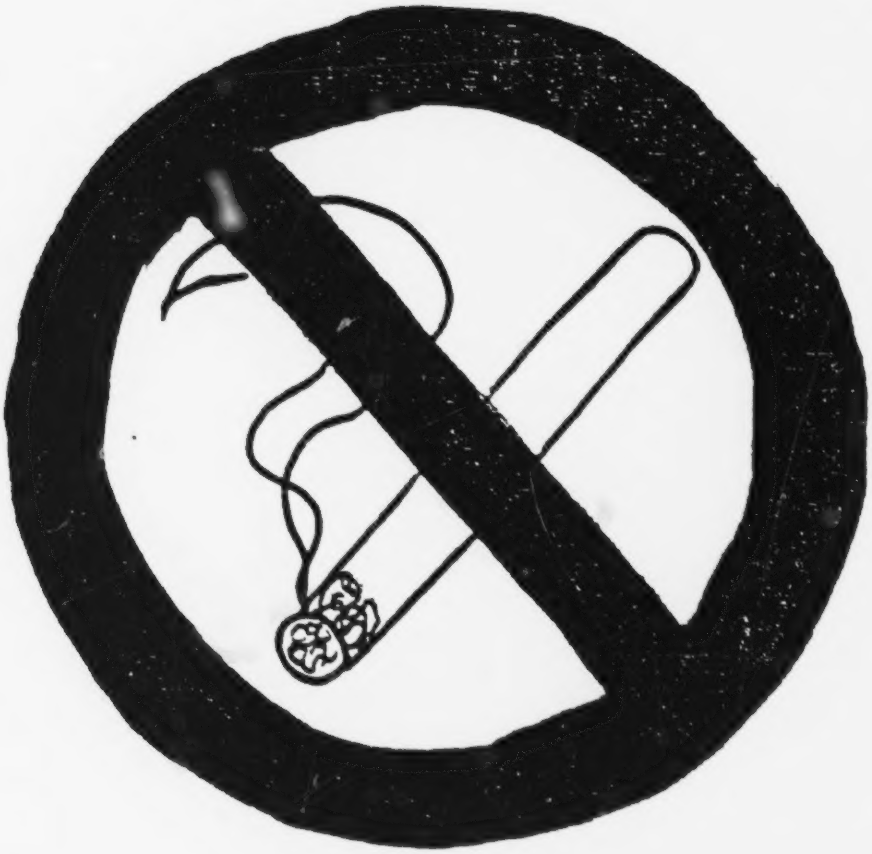


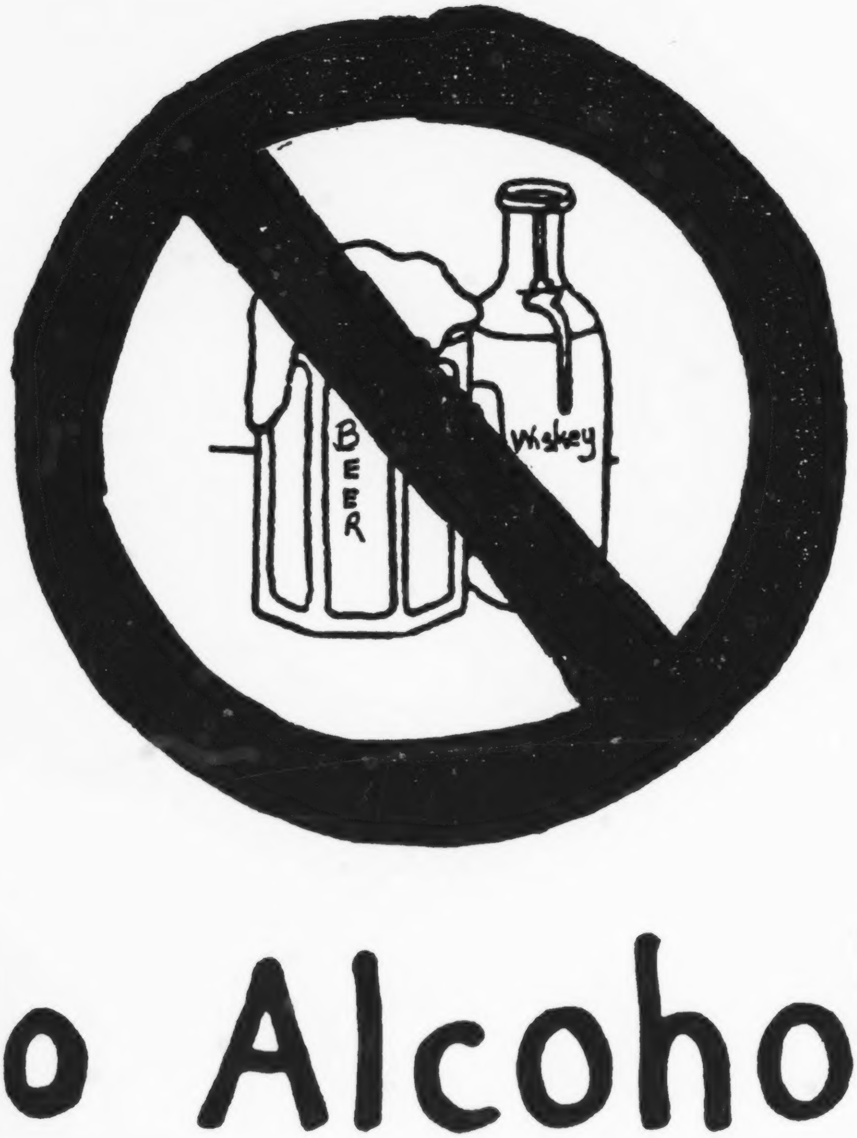
No Weapons





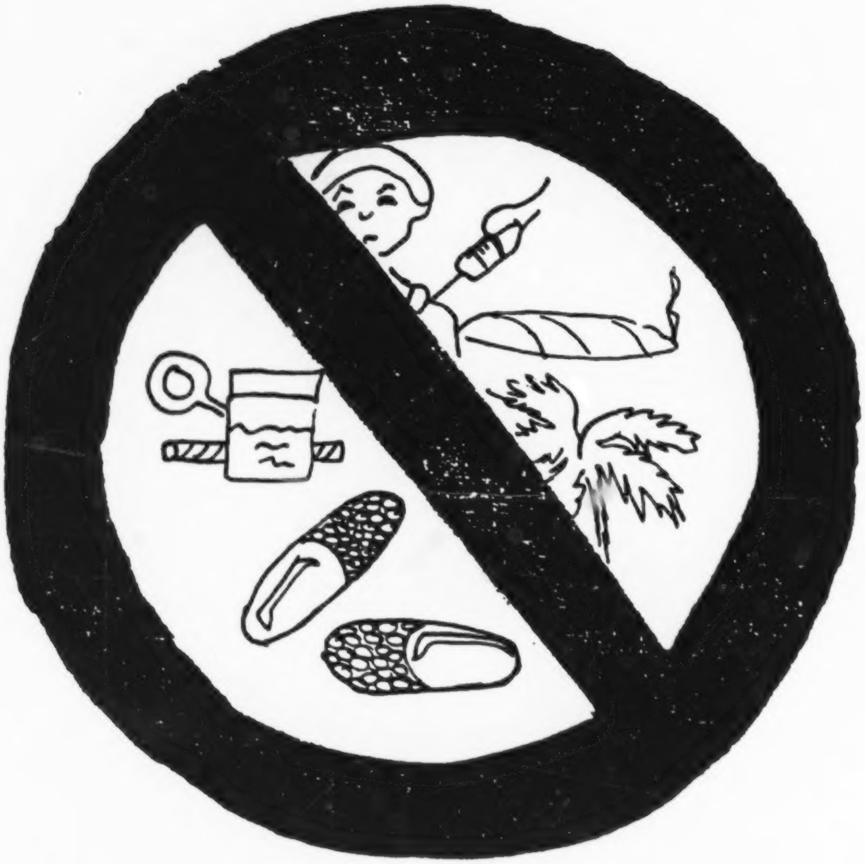
No Smoking



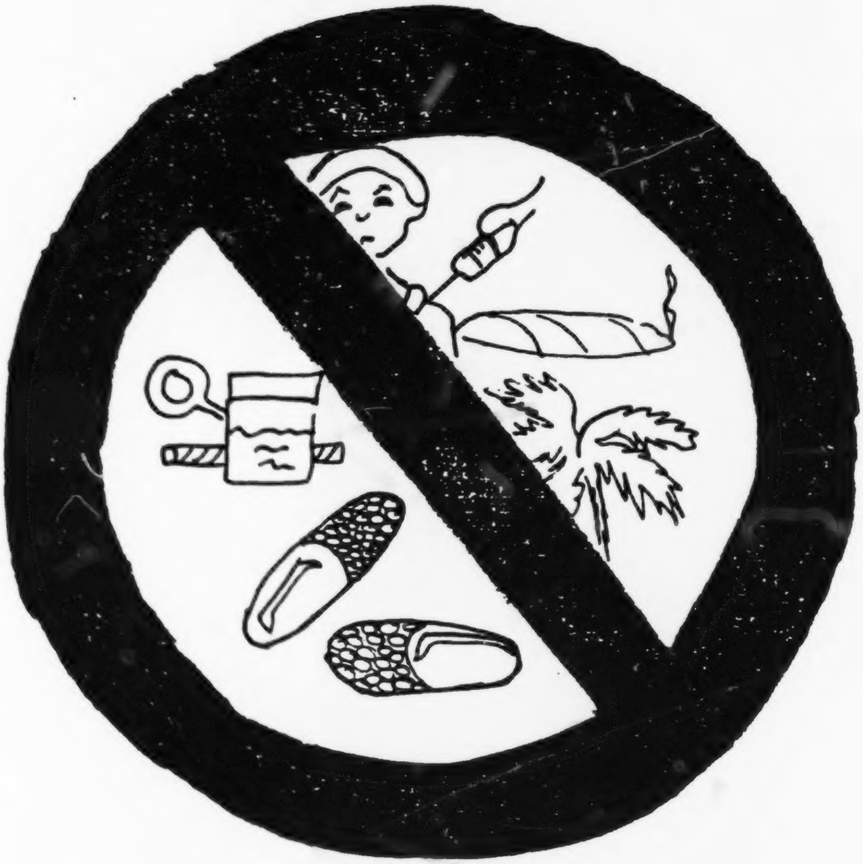

BEER
Whiskey

No Alcohol

BEER
Wiskey



No Drugs



ORIENTATION WORDSEARCH

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I C V B X Z X Z M E T H J Z G I T C U D N O C F W K P Z B X Y Q E I L D
R O J T M D E R Q M J L K S O W B X D S E P L X A Y U R M U U Q N S A Y
R V A F B O O E Z Z H R X Z N K J H A G W J D U J L D H E Z B H F J L K
L X T C N D Y D B T B P I C E Q Z W D X O M I M J T J S H B U I A I S V
W F Z H J O I N N P B S B C O D Q X Q L C Q Q W E C F H Q W C U S C G P
A Y L J X R W F Y B E K T R V D L D I C F C H O P N I A Y C U S T L M R
S T Y Z K L M S V J I U S H Q H E K Q K Z N M H X R I H T K P I A V D J
P R I N C I P A L Z L V E J I H Y D D S W P O X E M Q L N Z P W T C U F
C L A W P Q K I Z P Y J T T D E S U C X E N V L Q S U M T Q R F E E Z P
W S E X M V K M Y Y S F U G I U R T X K E X K M I I X I E A V L C F H N
F X B O J D D V L K N S Y T U A F B O N P L G K U A Q K L Q C O P K K H
A I M I P R S B P H O W Y T F G O P U I T C S C H O O L E T Q X W Y Y N
G E S R U N T R P I P J X V H V Q M N M V W L U A Q K O P T U I S O N Q
P Q R Y X S H S Z M A C O M X B B R V G D O Y P R G N J H N J I Q X Z J
I E E M P L V F J W E J Q U S E N E O A E B C W X P A Z O Y T V W E U S
M I B K S D H H F G W M B I R T S M J L T T X Y T F I T N O C I G I A B
U Q M P L M S N B C L Y E E R V T B S I E X W O X Y D K E R C E Z E N J
S E U X H S O X Z I P V Z F D Z Q R Z I P L C L G W R N T X N S N D L E
Z D N J B O L O B I I A F L A F U M F Q M W C A J S A M C F M S H C V Y
J H O G F C Z H R L E R M F Y P E D M M U W G R Q Y U T X G P T V H H D
A R Y B V K Q X L Q N A Y M C E C N E S B A X L I W G Z N B J J G S N E
I E V E F L O O R P L A N Z V O K M I C U Y L D N C U O V E V G I Y N U
C L L S Q T N R Y G R V W E R W L Z G U U A U X M W E E E M D L T A E U
J C K U J S Z S F Z M M R D O A Q A M N H J X B T G G S L H G U F H T U
N I K O Z A R M R W W H U D C P U W E O S J J R C A I D N N Y Q T U W Q
W X X H O V H I L X G M T U J O K X V E F Y E B U F M C E I W E H S M E
G C W F T U L V V Q Q J K I V D C I X Y Y H U G E S C H P R U P K K B Y
G S G N H G T H S S W B C R I U X M N B C X N L T H J A U L M V A V A E
Z R Z C J D G J E L G N C A S G O Q L A C A M F E M A L R T D K R Q M H
E C A A N G W A U L T F S E C I T Y E J L O N P B K E V Q A L R D P P I
K I H N U P M T Y I P Y D S H Q H T D C T J O Y A S F H I E X A U M O A
W E R V F A J E E K N A S Z V U A C S V D W K L H E N U O O E R A G K S
J R O E A M Z I W S B O P V W K L Z U P J O E V P G L N U D R P S S S F
T C Q U O T G Y L T L V V T S D L A U R M T D A L J M Z Q Z I N A G V B
R X E D B J K Y O C J T J S N A Y X B U H P M M A H K N G O S T S P C D
X T M X X X F Y R T N U O C G L M Y R J G H H X J M G U K Y P K Z G T P
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WORDS

WEAPONS
TEST
STATE
RULES
PHONE NUMBER
MAP
HOUSE
EXCUSED
COUNTRY
CITY
ALPHABET

UNEXCUSED
TEACHER
SKILLS
ROOMS
NURSE
LIVE
GUARDIAN
ENGLISH
CONDUCT
CIRCLE
ABSENCE

TELEPHONE
STUDENT
SCHOOL
PRINCIPAL
NUMBER
LANGUAGE
FLOORPLAN
DRUGS
CODE
BEHAVIOR

ORIENTATION WORDSEARCH ANSWER KEY

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. . . . . . . . . . . . . . . . T C U D N O C . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . C . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . O . . . . . . . . . . . . . . . . . S . . .
. . . . . . . . . . . . T . . D . . . . . . . . F . . . . . . . T . . .
. . . . . . . . . . . . S . . . E . . . . . . H . . . . . . . . A . . .
P R I N C I P A L . . . E . . . . . . . . . O . . . . . . . . . T . . .
. . . . . . . . . . . . T . D E S U C X E N . . . . . . T . . . E . . .
. . . . . . . . . . S . . . . . . . . . E . . . . . . . E . . . . . . .
. . . . . . . . . . N . . . . . . . . N . . . . . . . . L . . . . . . .
. . . . . . . . . . O . . . . . . . U . . . S C H O O L E . . . . . . .
. E S R U N . . . . P . . . . . . M . . . . . . . . . . P . . . . . . .
. . R . . . . . . . A . . . . . B . . . . . . . . . N . H . . . . . . .
. . E . . . . . . . E . . . . E . . . . . . . . . . A . O . . . . . . .
. . B . S . . . . . W . . . R . . . . . . . . . . . I . N . . . . . . .
. . M . . M . . . . . . E . . . . . . . E . . . . . D . E . . . . . . .
. . U . . . O . . . . V . . . . . . . . . L . . . . R . . . . . . . . .
. . N . . . . O . . I . . . . . . . . . . . C . . . A . . . . . . . . .
. . . . . . . . R L . . . . . . . . . . . . . R . . U T . . . . . . H .
. . . . . . . . . . . . . . . E C N E S B A . . I . G . N . . . . S . .
. . . E F L O O R P L A N . . . . . . . . . . . . C . . . E . . I . . .
. . . S . . . . . . . . . . . . . . . . U . . . . . . E . . D L . . . .
. . . U . . . . . . . . . . . . . . . N . . . . . . G . . . G U . . . .
. . . O . . . . . . . . . . . . . . E . . . . R . A . . . N . . T . . .
. . . H . . . . . . . . . . . . . X . . . . E E U . . . E . . . . S . .
. . . . . . . . . . . . . . . . C . . . . H . G E . . . . R . . . . . .
. . . . . . . . . S . . . . . U . . . . C . N . T H . . U . . . . . . .
. . . . . . . . . L . . . . S . . . . A . A . . E . A L . . D . . . . .
. . . . . . . . . L . . . E C I T Y E . L . . . B . E V . . . R . . . .
. . . . . . . . . I . . D . . . . T . . . . . . A S . . I . . . U M . .
. . . . . . . . . K . . . . . . . . . . . . . . H . . . . O . . A G . .
. . . . . . . . . S . . . . . . . . . . . . . . P . . . . . P P . . S .
. . . . . . . . . . . . . . . . . . . . . . . . L . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . A . . . . . . . . . . .
. . . . . . . Y R T N U O C . . . . . . . . . . . . . . . . . . . . . .
```

Materials

Basic Vocabulary Builder, National Textbook Co.

"Maps Unfold the World", Aschemeyer, Esther, Milliken Publishing Co.

INTRODUCTION TO LEARNING PACKET IN GEOGRAPHY

OBJECTIVES:

At the end of this Learning Packet each student should know:

1. What a map is
2. What a globe is
3. What longitude and latitude are
4. How to find places on a map or globe using latitude and longitude
5. How to tell time using longitude lines
6. That he/she lives in North America, Maryland and Prince George's County

This packet was designed to be used with both beginning and intermediate ESOL students. However, the beginning students will need more help with basic vocabulary than is given and so each teacher will need to add material as needed.

This packet follows the PGCPS Social Studies Guide (8th grade) and can easily supplement the Guide.

These materials can be used independently by a student who comes in after class and has finished the geography skills unit but still needs map skills practice.

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VOCABULARY: GEOGRAPHIC TERMS

ATLAS: A book of maps

BAY: A part of the ocean protected by land

BORDER: boundary

CANYON: A deep narrow valley surrounded by high cliffs

CAPE: A piece of land reaching out into the sea

CAPITAL: City where the government is located

COASTLINE: The land along an ocean or sea

CONTINENT: The largest bodies of land on earth: North America, South America, Asia, Africa, Europe, Australia and Antarctica

COUNTRY: A group of people with its own land and government

COUNTY: A smaller part of a state. EX. Prince George's County

EQUATOR: Imaginary line around the middle of the earth at its hottest point

FALL LINE: An imaginary line between the mountains and plains.

GAP: A pass or low place in the mountains

GLOBE: A model of the earth

GULF: A body of water partly surrounded by land--usually larger than a bay

HARBOR: A body of water protected by land, safe from storms

ISLAND: Land entirely surrounded by water

KEY (Legend): A guide, or help, in reading a map

LAKE: A body of water surrounded entirely by land

MAP: A picture of the earth as seen from above

MOUNTAIN RANGE: A line of mountain peaks

NORTH POLE: The extreme northern end of the earth

OCEAN: One of the large areas of the earth into which the water surface is divided

PENINSULA: A piece of land almost entirely surrounded by water

PLAINS: Broad stretches of level or almost level land

PLATEAU: A large area of high land not as rugged as mountains

POLE: The extreme northern or southern end of the earth

PORT: A city where ships can find a harbor

PRIME MERIDIAN: An imaginary line that divides the earth into the eastern and western hemispheres

RIVER: A large stream of water that flows on the earth's surface

SOUTH POLE: The extreme southern end of the earth

STATE: One of the fifty parts of the United States. EX: Maryland

Date ____________________ Name ____________________

Subject ____________________ Unit Geography

Assignment ____________________

TRACE	COPY	RECALL
1 atlas		1
2 bay		2
3 border		3
4 canyon		4
5 cape		5
6 capital		6
7 coastline		7
8 continent		8
9 country		9
10 county		10
1		

105/106 3/8 Inch

Date

Name

Subject

Unit Geography

Assignment

TRACE	COPY	RECALL
1 equator		1
2 fall line		2
3 gap		3
4 globe		4
5 gulf		5
6 harbor		6
7 island		7
8 key		8
9 lake		9
10 map		10

3/8 Inch

Date

Name

Subject

Unit Geography

Assignment

TRACE	COPY	RECALL
1 mountain		1
2 range		2
3 North Pole		3
4 ocean		4
5 peninsula		5
6 plains		6
7 plateau		7
8 pole		8
9 port		9
10 Prime Meridian		10
1		

Date ____________________ Name ____________________

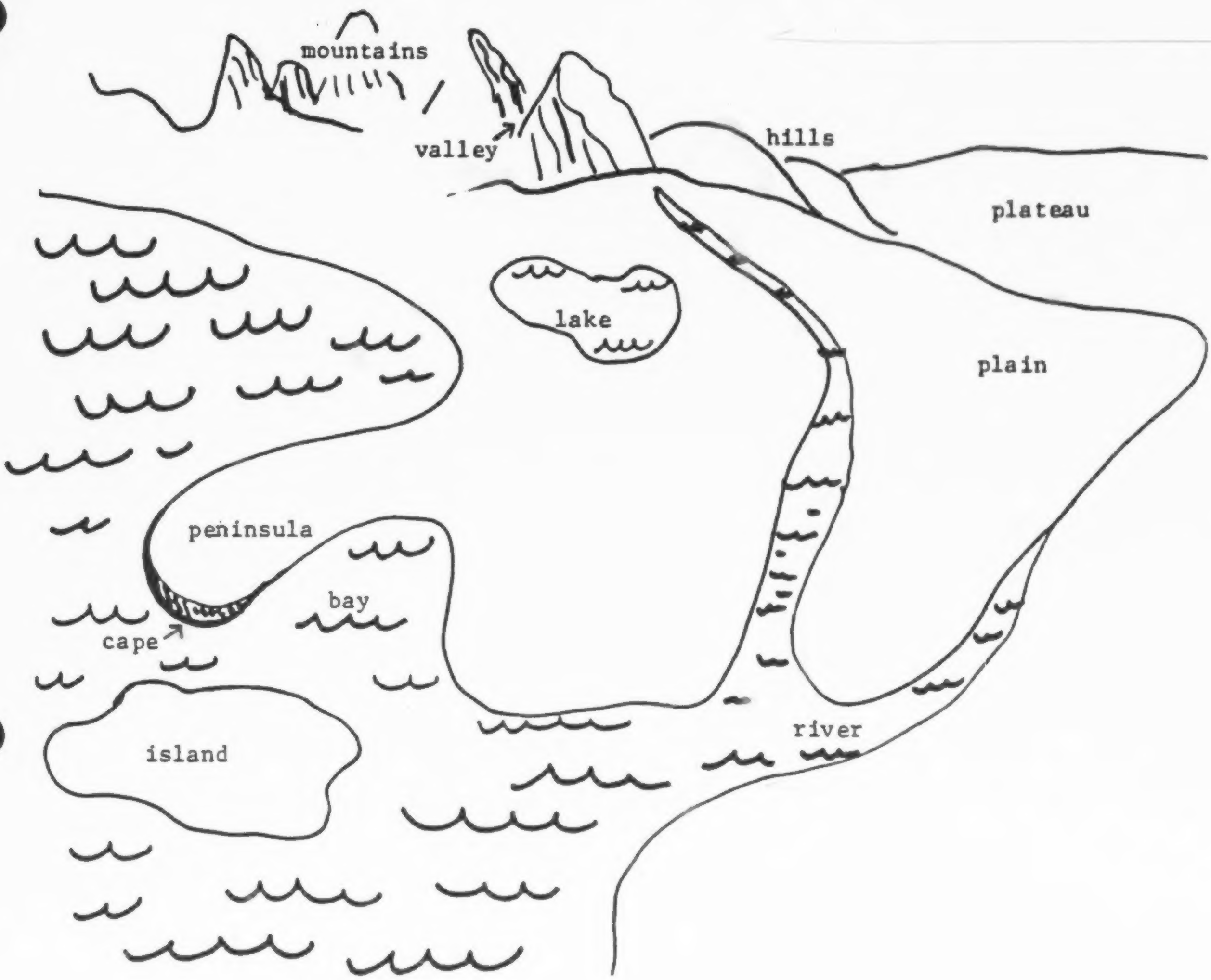
Subject ____________________ Unit Geography

Assignment ____________________

TRACE	COPY	RECALL
1 river		1
2 South Pole		2
3 state		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10

3.8 inch

Dictionary Map


mountains
valley
hills
plateau
lake
plain
peninsula
bay
cape
island
river

List these terms in alphabetical order.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

Answer Sheet

Dictionary Map -- Beginning Level Activity

1. bay
2. cape
3. hills
4. island
5. lake
6. mountains
7. peninsula
8. plain
9. plateau
10. river
11. valley

PRE-TEST/POST TEST: UNIT II

MAJOR TYPES OF ENVIRONMENTS

NAME: ____________________

DATE: ____________________

DIRECTIONS: Put an X in the box next to the word or phrase that best fills the blank.

1. A continent is a ______________.
   - ☐ letter of the alphabet that is not a vowel.
   - ☐ kind of food.
   - ☐ large mass of land.
   - ☐ an ocean.

2. There are ____________ continents.
   - ☐ 7
   - ☐ 4
   - ☐ 21
   - ☐ 16

3. Lines on a map or globe that go in an east-west direction.
   - ☐ climate
   - ☐ latitude
   - ☐ lake
   - ☐ longitude

4. Lines of latitude and longitude help us __________.
   - ☐ have a better world.
   - ☐ learn about animals.
   - ☐ build a school.
   - ☐ find a place on a map.

5. A ____________ is a land form.
   - ☐ plateau
   - ☐ flower
   - ☐ ocean
   - ☐ house

6. ____________ are flat lowlands.
   - ☐ Hills
   - ☐ Garlands
   - ☐ Equator
   - ☐ Plains

Pre-test - Key

1. large mass of land
2. 7
3. latitude
4. find a place on a map
5. plateau
6. plains

GEOGRAPHICAL TERMS

- Write a meaning for each term.

- Draw a picture or make a book.

- Show water with blue and land with brown

Waterforms

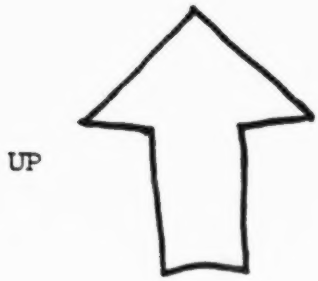
Island
Strait
Gulf
River
Lake
Bay
Harbor

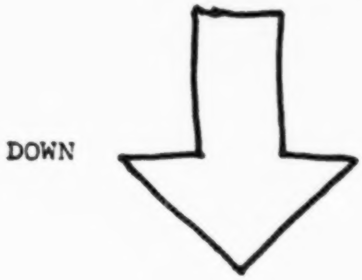
Landforms

Isthmus
Peninsula
Plateau
Canyon
Port
Coast

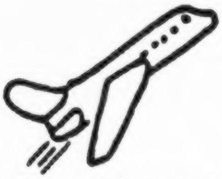
Direction: READING MAPS

The meaning of direction is which way. Up is a direction. Down is a direction. Up means going up into the air. Down means going down toward the earth's ground or water.



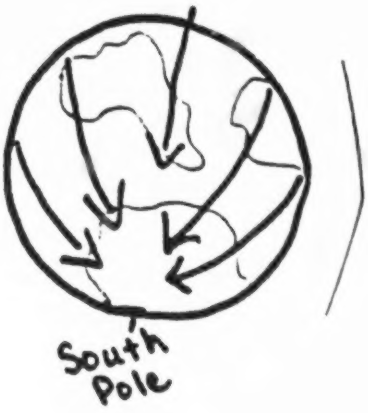


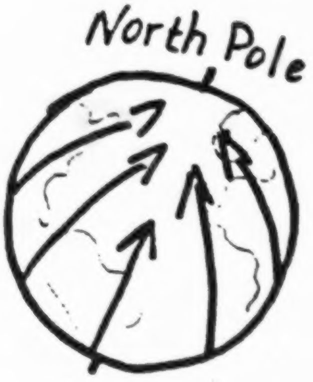
The airplane goes up.



The airplane comes down

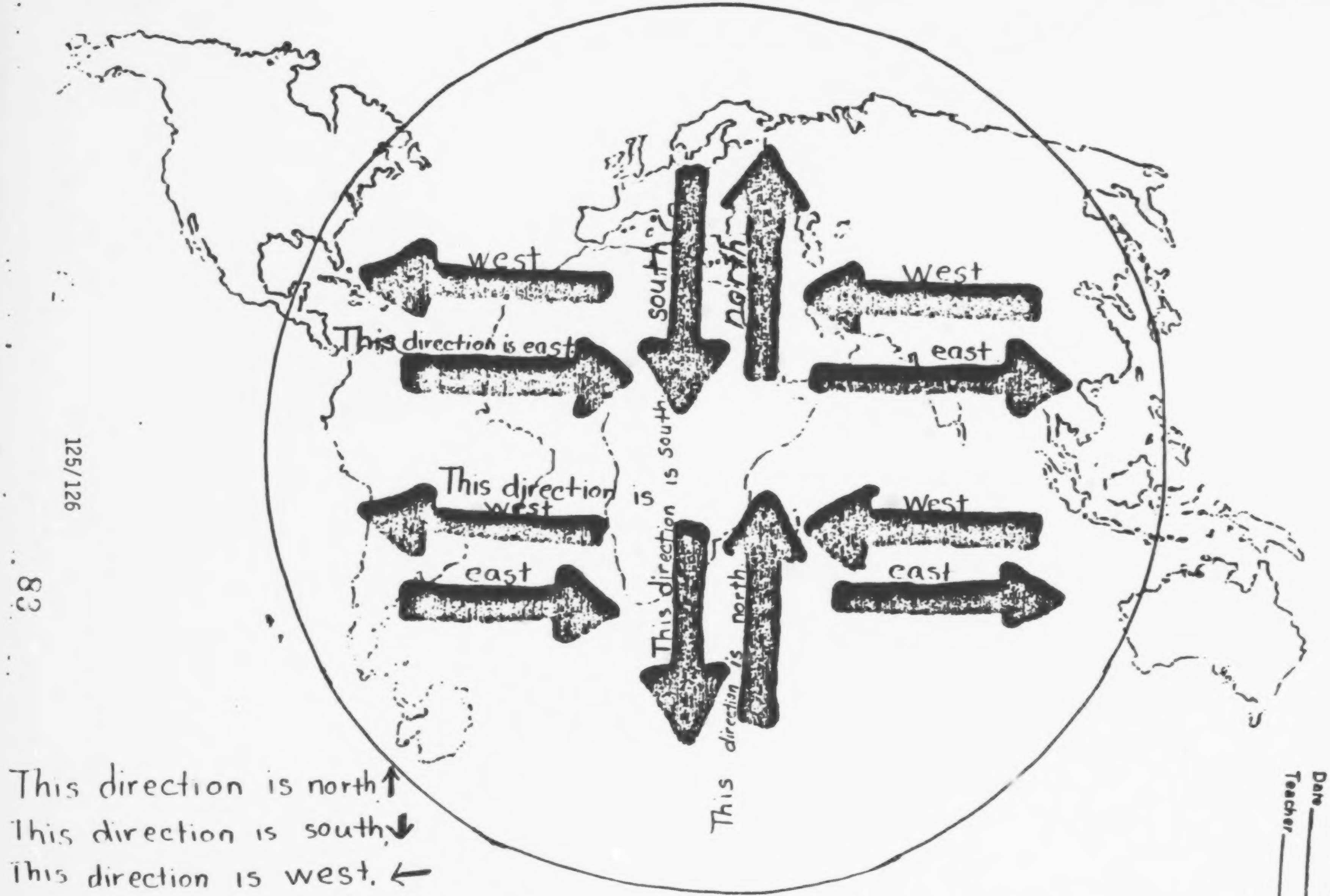
Other directions are north and south. North means toward the north pole. South means toward the south pole.



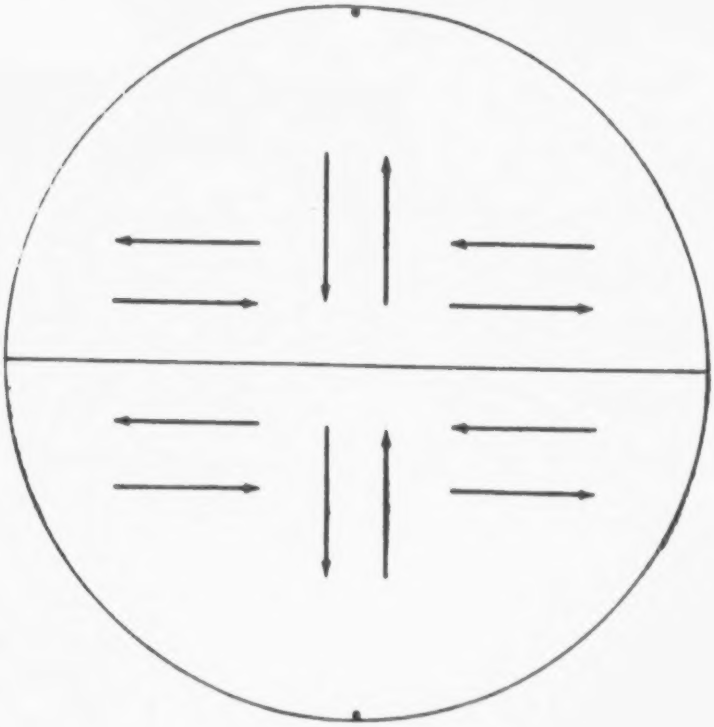


A map tells direction. It tells in which direction one thing or place is from another thing or place. Four directions are north, south, east and west. There are also inbetween directions. They are northeast, northwest, southwest, and southeast.

Name__________
Date__________
Teacher__________


west
This direction is east
south
north
west
east
This direction is west
east
This direction is south
This direction is north
west
east

This direction is north ↑
This direction is south ↓
This direction is west. ←
This direction is east. →



Directions on a Map (Activity Sheet)

Read the information. Do the activities.

North: The direction at the top of the page N means North.

South: The direction at the bottom of the page S means South.

East: The direction at the right of the page E means East.

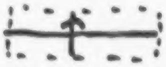
West: The direction at the left of the page W means West.

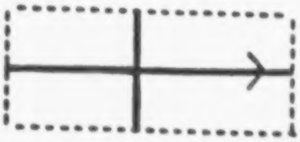
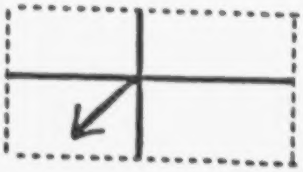
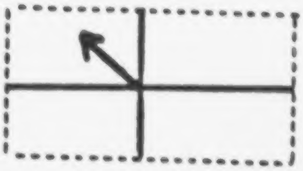
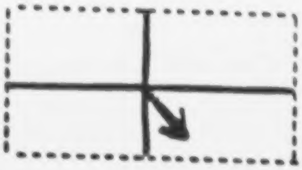
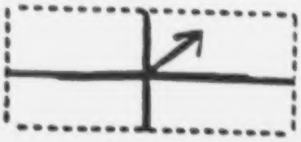
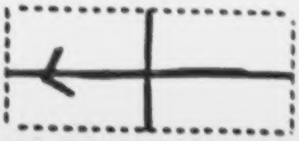
Equator: The imaginary line that runs east and west around the world.

1. Label the EQUATOR, label NORTH, SOUTH, EAST and WEST.
2. Label the 2 ARROWS that point NORTH.
3. Label the 2 ARROWS that point SOUTH.
4. Label the 2 ARROWS that point EAST.
5. Label the 2 ARROWS that point WEST.

Directions: cut out the dotted boxes on this page and paste them onto the following page in the correct places

Example:

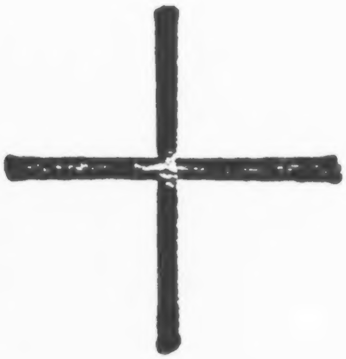
north	N.	

southwest	E.	
northeast	S.E.	
east	W.	
west	S.W.	
southeast	N.W.	
northwest	N.E.	

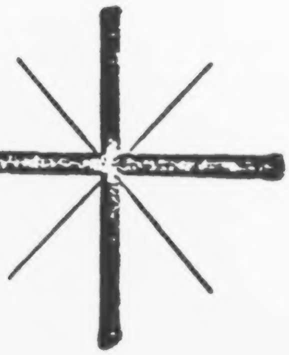
southwest		
northeast		
east		
west		
southeast		
northwest		

The Compass Rose

Cardinal Directions

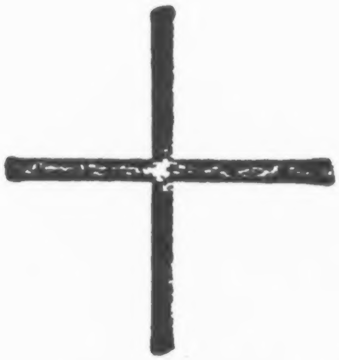


Intermediate Directions

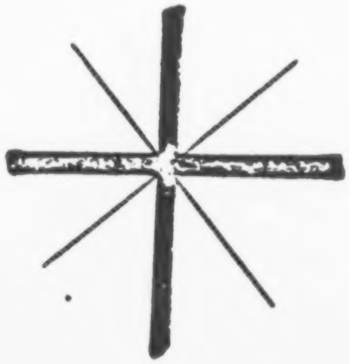


← fold paper here →

Cardinal Directions

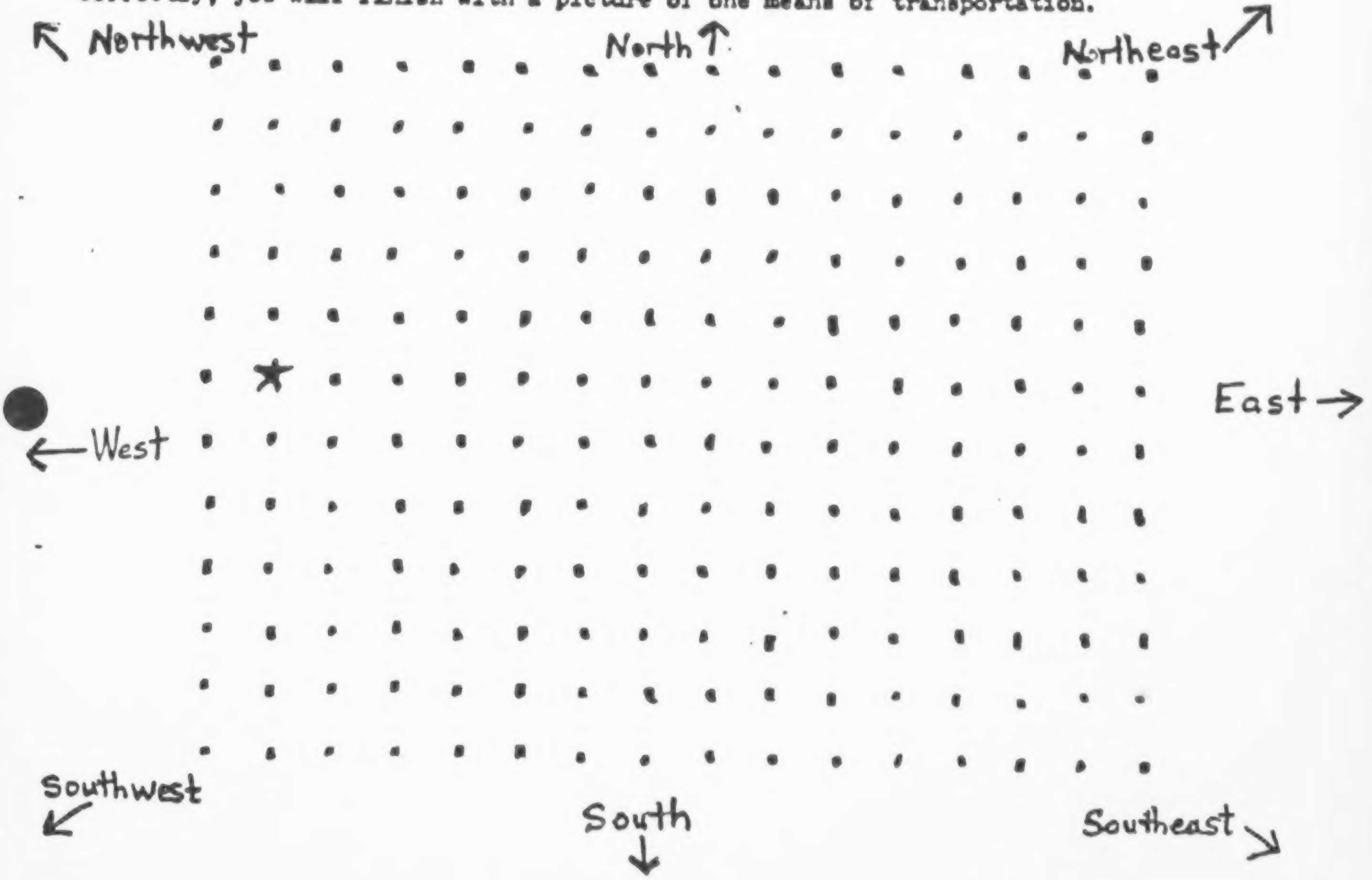


Intermediate Directions



Using Cardinal AND Intermediate Directions

Study the compass directions on the puzzle below. They are the same as those you will find on most maps. It is important to understand the compass directions on a map in order to read it correctly. On most maps that you use, north is at the top of the page, south is at the bottom, west is on the left and east is on the right. Follow the directions below, and connect the dots with lines. If you do the puzzle correctly, you will finish with a picture of one means of transportation.



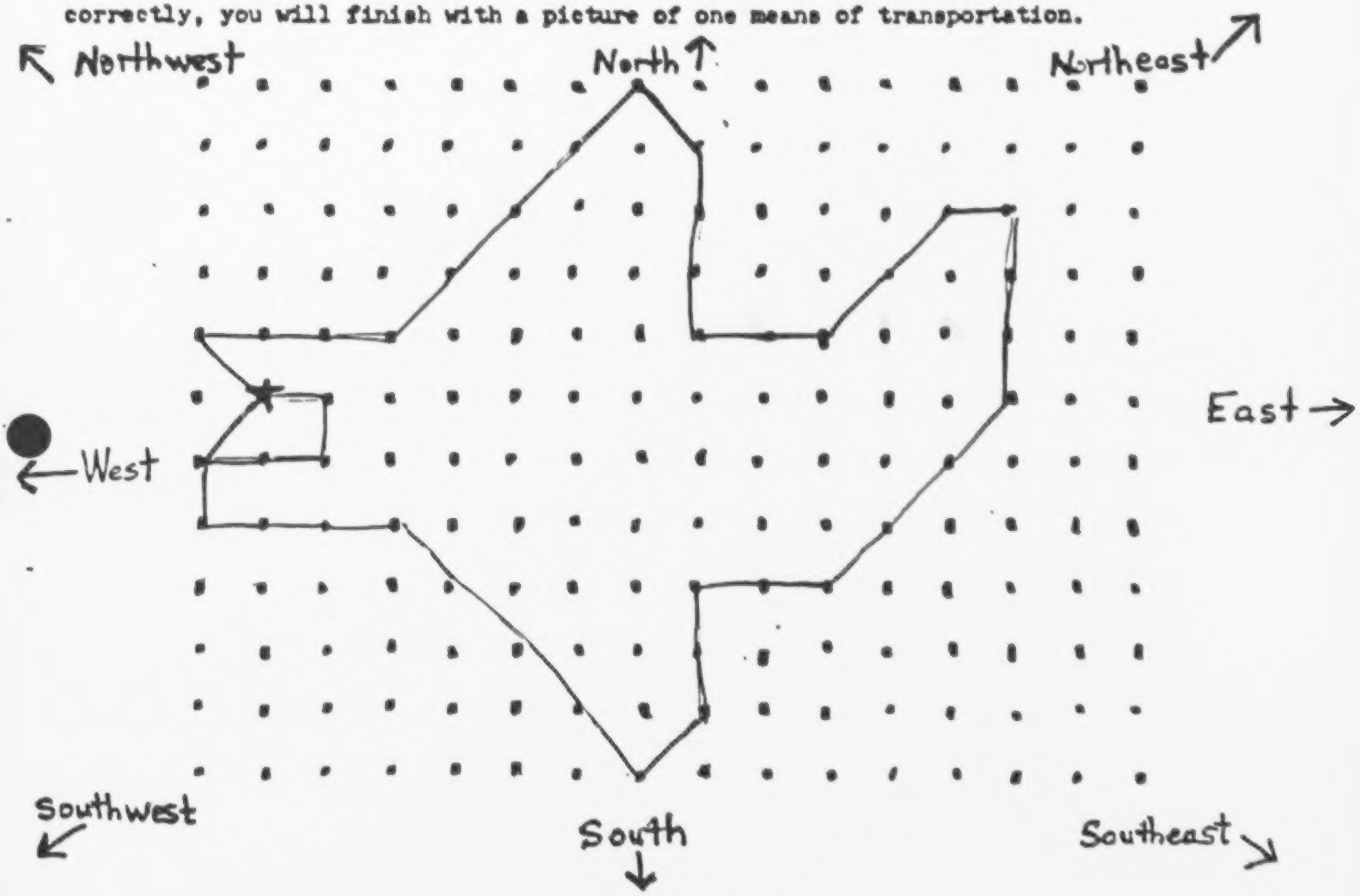
1. Begin at the star. Move one space southwest.
2. Move two spaces east.
3. Move one space north.
4. Move one space west.
5. Move one space northwest.
6. Move three spaces east.
7. Move four spaces northeast.
8. Move one space southeast.
9. Move three spaces south..
10. Move two spaces east.
11. Move two spaces northeast.
12. Move one space east.
13. Move three spaces south.
14. Move three spaces southwest.
15. Move two spaces west.
16. Move three spaces south.
17. Move one space southwest.
18. Move four spaces northwest.
19. Move three spaces west.
20. Move three spaces north.

Key

I.

Using Cardinal AND Intermediate Directions

Study the compass directions on the puzzle below. They are the same as those you will find on most maps. It is important to understand the compass directions on a map in order to read it correctly. On most maps that you use, north is at the top of the page, south is at the bottom, west is on the left and east is on the right. Follow the directions below, and connect the dots with lines. If you do the puzzle correctly, you will finish with a picture of one means of transportation.



1. Begin at the star. Move one space southwest.
2. Move two spaces east.
3. Move one space north.
4. Move one space west.
5. Move one space northwest.
6. Move three spaces east.
7. Move four spaces northeast.
8. Move one space southeast.
9. Move three spaces south..
10. Move two spaces east.
11. Move two spaces northeast.
12. Move one space east.
13. Move three spaces south.
14. Move three spaces southwest.
15. Move two spaces west.
16. Move three spaces south.
17. Move one space southwest.
18. Move four spaces northwest.
19. Move three spaces west.
20. Move three spaces north.

MAPS AND GLOBES

Maps and globes are different. Maps are flat, but globes are round. Maps can show all of the Earth or part of it. Globes are better than maps because they show the real shape of the Earth.

Globes are not easy to carry. Maps are easier to carry than globes, because we can fold them. This is why we use maps more than globes.

We use maps and globes everyday. We see maps used on T.V. to show the weather. There are maps in the newspaper and in school.

Questions:

1. Are maps and globes the same or different?
2. Which one is round, a map or a globe?
3. Why is a globe better than a map?
4. Which is easier to carry?
5. Where can you find maps?
6. Tell one way you use a map.

NAME ______________________ DATE __________________________

SUBJECT____________________ MOD ___________________________

CLOZE: MAPS AND GLOBES

Maps and globes are different. Maps are flat, but _________ are round. Maps can show all of the _________ or part of it. Globes are better than _________ because they show the real __________ of the earth.

_________ are not easy to carry. Maps are easier to __________ than globes, because we can __________ them. This is why we use maps __________ than globes.

We use __________ and _________ everyday. We see maps used on T.V. to show the ____________. There are maps in the ____________ and in ____________.

Answer to Maps and Globes Cloze

- globes
- earth
- maps
- shape
- globes
- carry
- fold
- more
- maps
- globes
- weather
- newspaper
- school

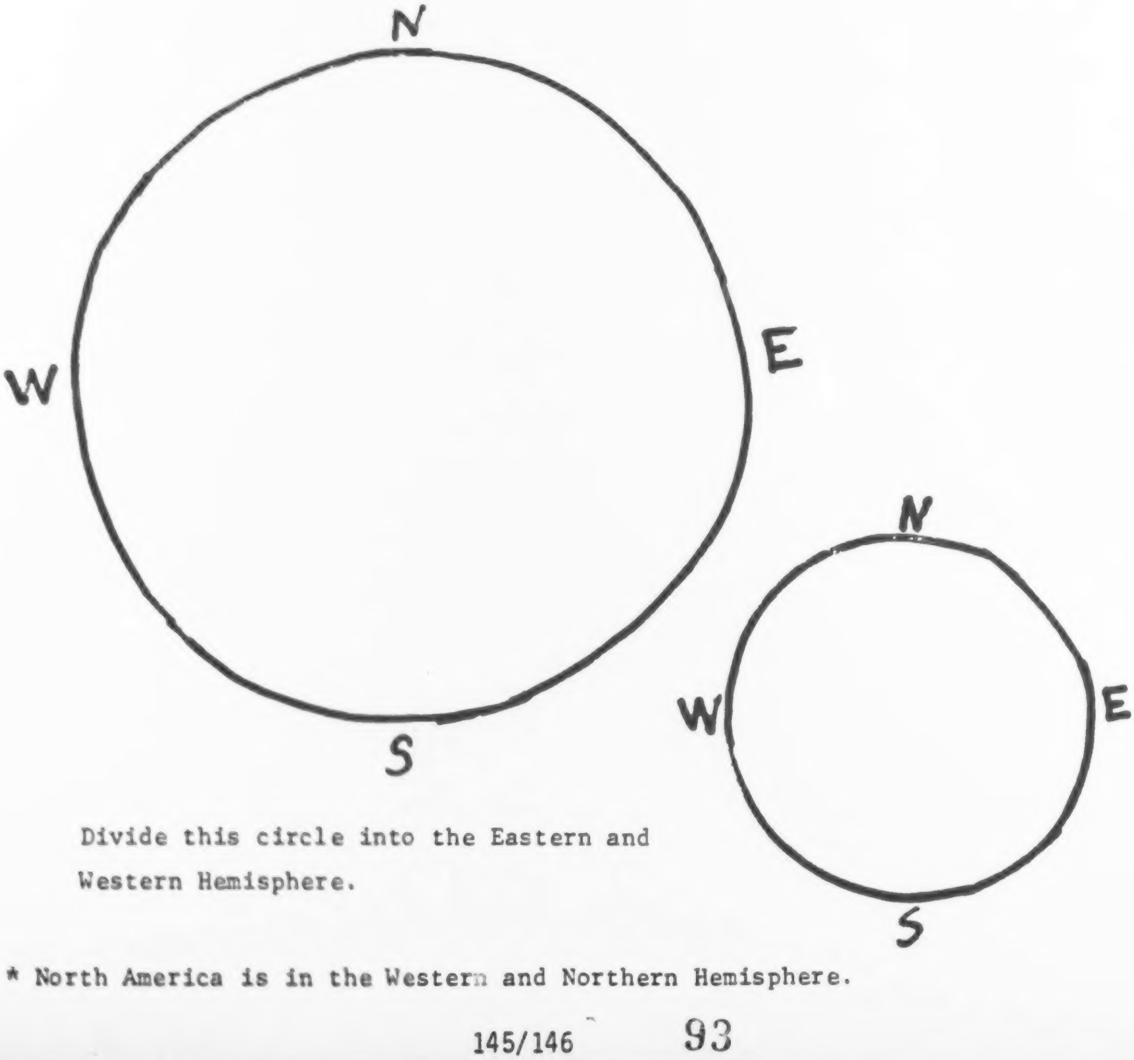
MAP OF THE WORLD

The world is divided into two parts. One half is called a hemisphere. There is a Northern Hemisphere and a Southern Hemisphere. The equator is an invisible line dividing the Northern and Southern Hemisphere.

The world is also divided into two parts by the Prime Meridian. The Prime Meridian is also an imaginary line. It divides the world into the Eastern Hemisphere and the Western Hemisphere

Activity:

Divide the circle into the Northern and Southern Hemisphere.



Divide this circle into the Eastern and Western Hemisphere.

* North America is in the Western and Northern Hemisphere.

USE AN ORANGE TO TEACH

LATITUDE

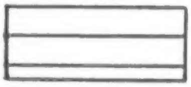
1. Designate North and South Poles by the navel and blossom ends.
2. Show latitudes by cutting the orange in half between poles.
3. Show tropics and circle by slicing in appropriate places.

USE AN ORANGE TO TEACH

LONGITUDE AND TIME ZONES

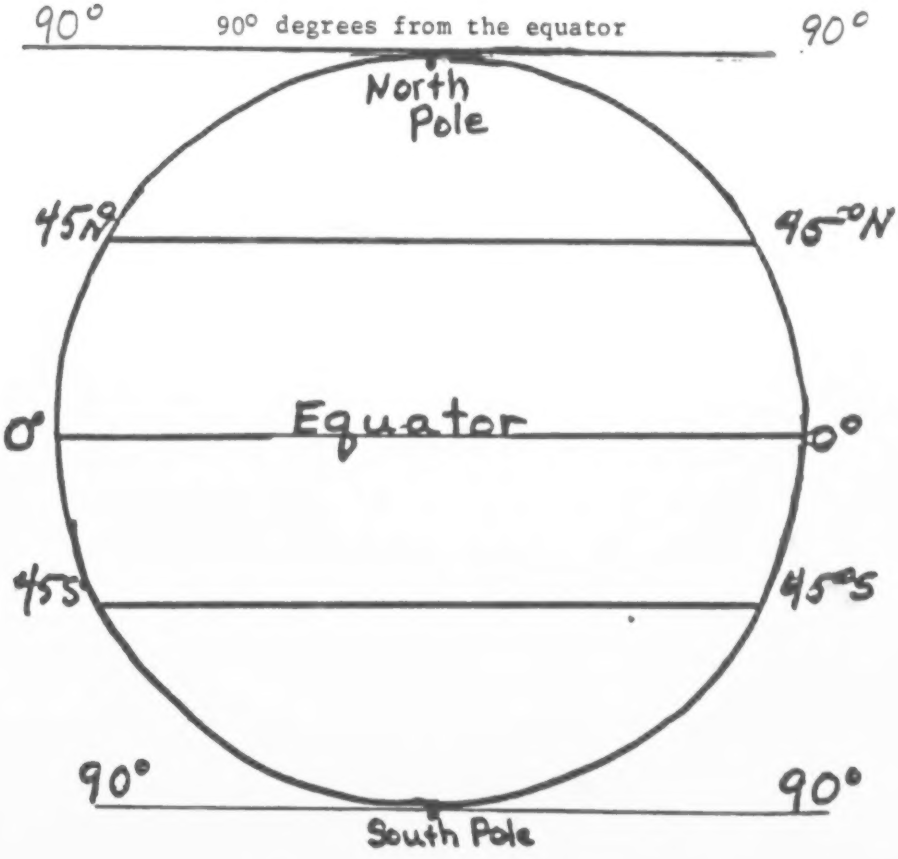
1. Designate North and South Poles by the navel and blossom ends.
2. Peel the orange. Use membranes between sections to show lines of longitude.
3. Use whole segments to show time zones.

To help us read a map, lines are drawn on a map or globe to show distance and direction. Lines that are drawn from east to west (W ⟷ E) are called latitude lines. These lines are always the same distance apart.



This is called being parallel.

Parallel lines are measured in degrees. (0°) The equator is 0° latitude. As you go north from the equator to the North Pole, you count by degrees. The equator is 0°, the next latitude line is 1° N latitude. The lines are drawn all the way to the North Pole which is 90° N latitude. This means it is 90° from the equator.


90°
90° degrees from the equator
90°
North Pole
45°N
45°N
0°
Equator
0°
45°S
45°S
90°
90°
South Pole

90° degrees from the equator

LATITUDE AND CLIMATE

There are four special lines of latitude on maps. We use these special lines to help us locate temperature zones.

One line, 23½ °N, is the Tropic of Cancer. The Tropic of Capricorn is 23½° south of the equator. Between these two lines it is warm or hot.

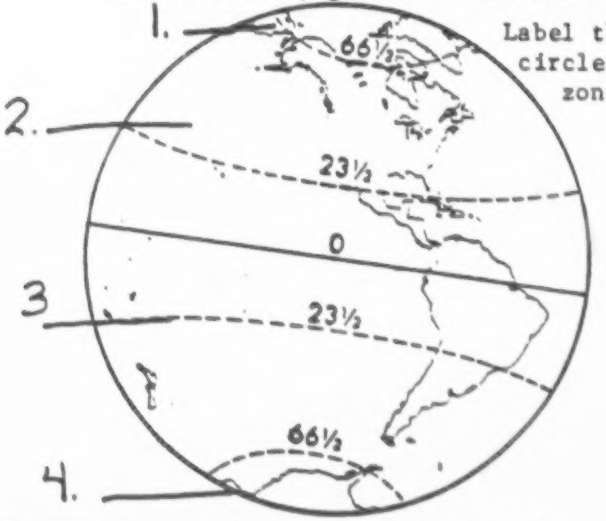
The Arctic Circle is 66½° N. The North Pole is in the center of this circle. In the southern hemisphere is the Antarctic Circle at 66½° S. These two areas are called the Polar Zones.

The areas in each hemisphere between the polar Circles and the Tropics are called the Middle Latitudes. These are the latitudes where we have four seasons.

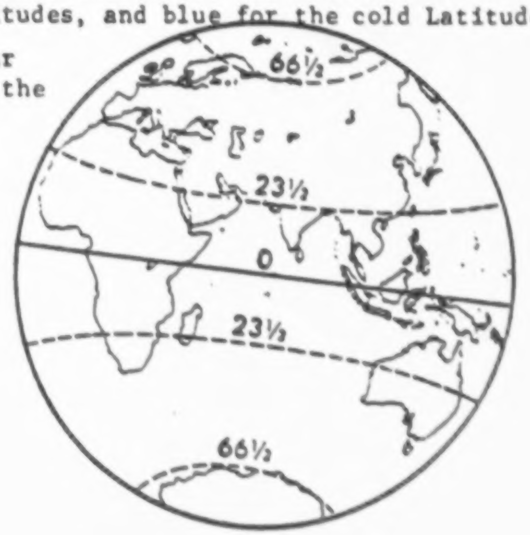
These temperature zones are very important. They help us to know where people can live. Few people live where it is very, very cold or very, very hot. Most People live in the Middle Latitudes.

Something for you to do.

On each of these hemisphere maps, color the zones. Use red for the Hot Latitudes, green for the Middle Latitudes, and blue for the cold Latitudes.



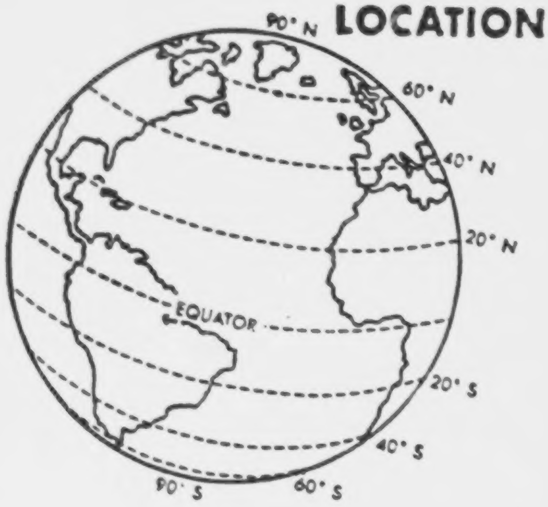
Label the four circles and the zones.

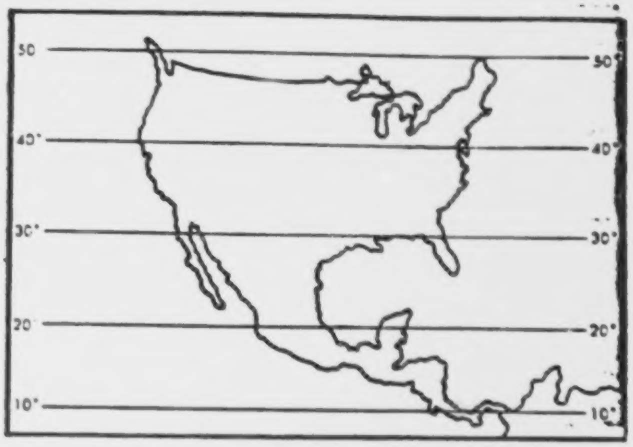


1. What name is given to 23½° N.?____________________
2. Where is the Arctic Circle?____________________
3. What name is given to 66½° S.?____________________
4. Where is the Tropic of Capricorn?____________________
5. In what zones do we have seasons?____________________
6. Why is it important that we know about temperature zones?____________________

____

LOCATION AND LATITUDE

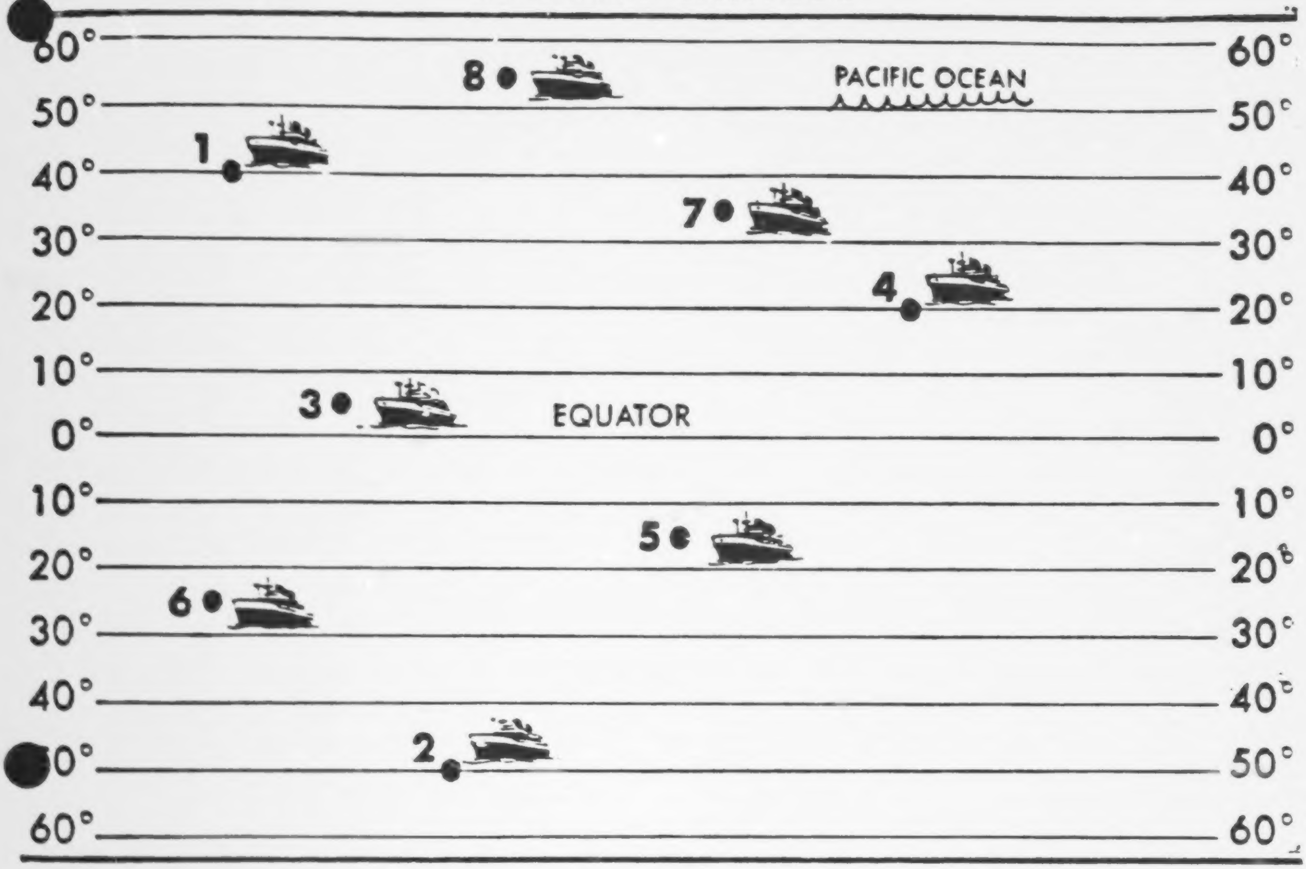

90° N
60° N
40° N
20° N
EQUATOR
20° S
40° S
60° S
90° S


50
40°
30°
20
10°
50°
40°
30°
20°
10°

Answer these questions in sentences.

1. What does latitude mean? ____
____
2. How is latitude measured? ______________________________________
____
3. What is the mark that we use for a degree? ______________________
4. What is parallel? ____
5. What place on earth is at 90° N.? ______________________________

READING LATITUDE


60°
50°
40°
30°
20°
10°
0°
10°
20°
30°
40°
50°
60°
PACIFIC OCEAN
EQUATOR
1
2
3
4
5
6
7
8

A. Give the position of these ships at sea. State in latitude.

Ship 1 ____________
Ship 2 ____________
Ship 3 ____________
Ship 4 ____________
Ship 5 ____________
Ship 6 ____________
Ship 7 ____________
Ship 8 ____________

B. Tell which direction these ships are from one another.
(Use the directions: north or south; east or west.)

Ship 5 is ____________ and ____________ of Ship 2.
Ship 3 is ____________ and ____________ of Ship 5.
Ship 1 is ____________ and ____________ of Ship 4.
Ship 2 is ____________ and ____________ of Ship 1.
Ship 6 is ____________ and ____________ of Ship 5.
Ship 8 is ____________ and ____________ of Ship 7.

READING LATITUDE KEY -- Beginning

A. 1. 40° N

2. 50° S

3. 5° N

4. 20° N

5. 15° S

6. 25° S

7. 35° N

8. 55° N

B. North and east

North and west

North and West

South and east

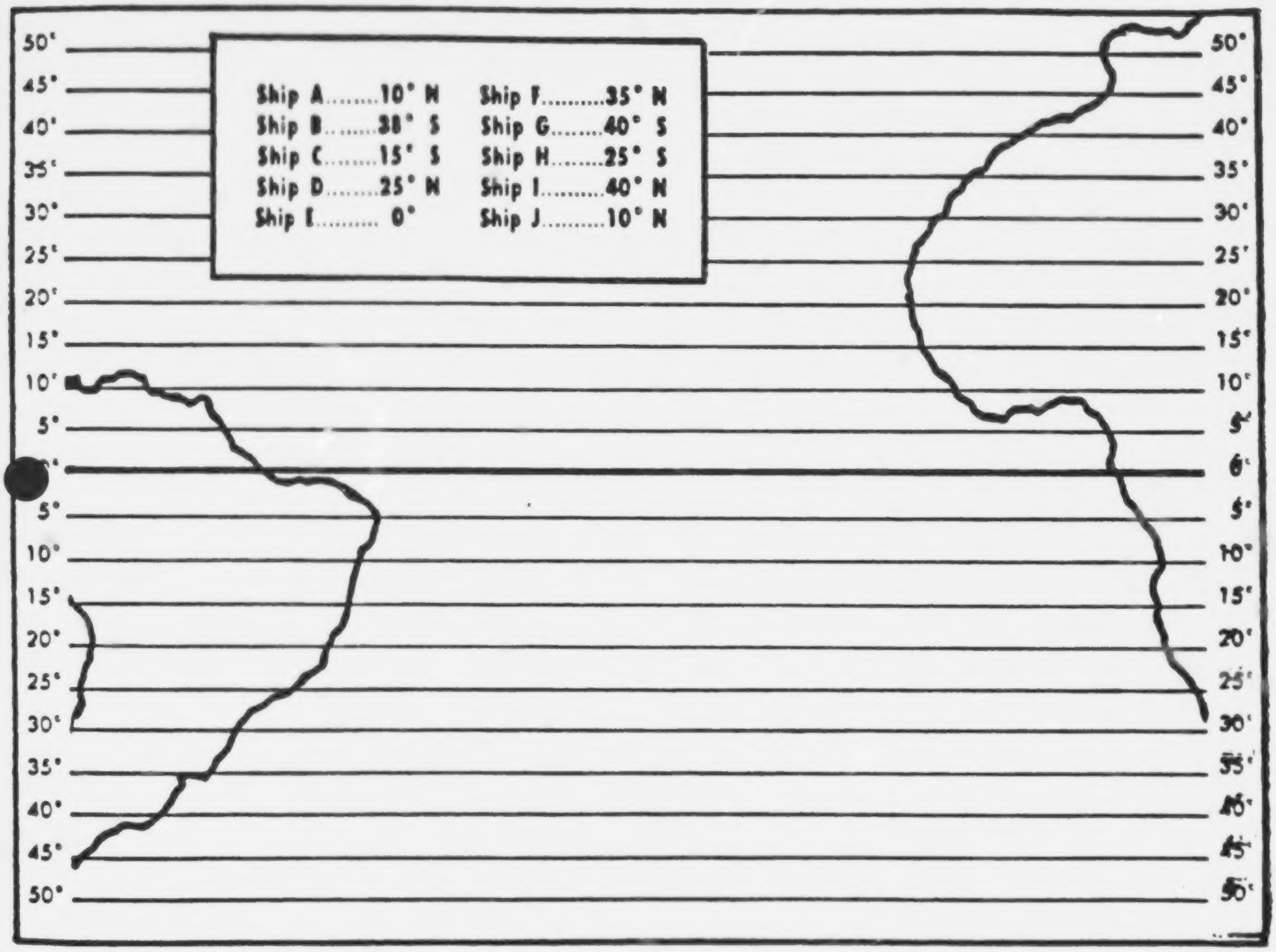
South and west

North and west

S O S

SAVE OUR SHIPS

These ships are lost at sea. Find them. Draw the ships on the line of latitude given. Color and give the ships names.

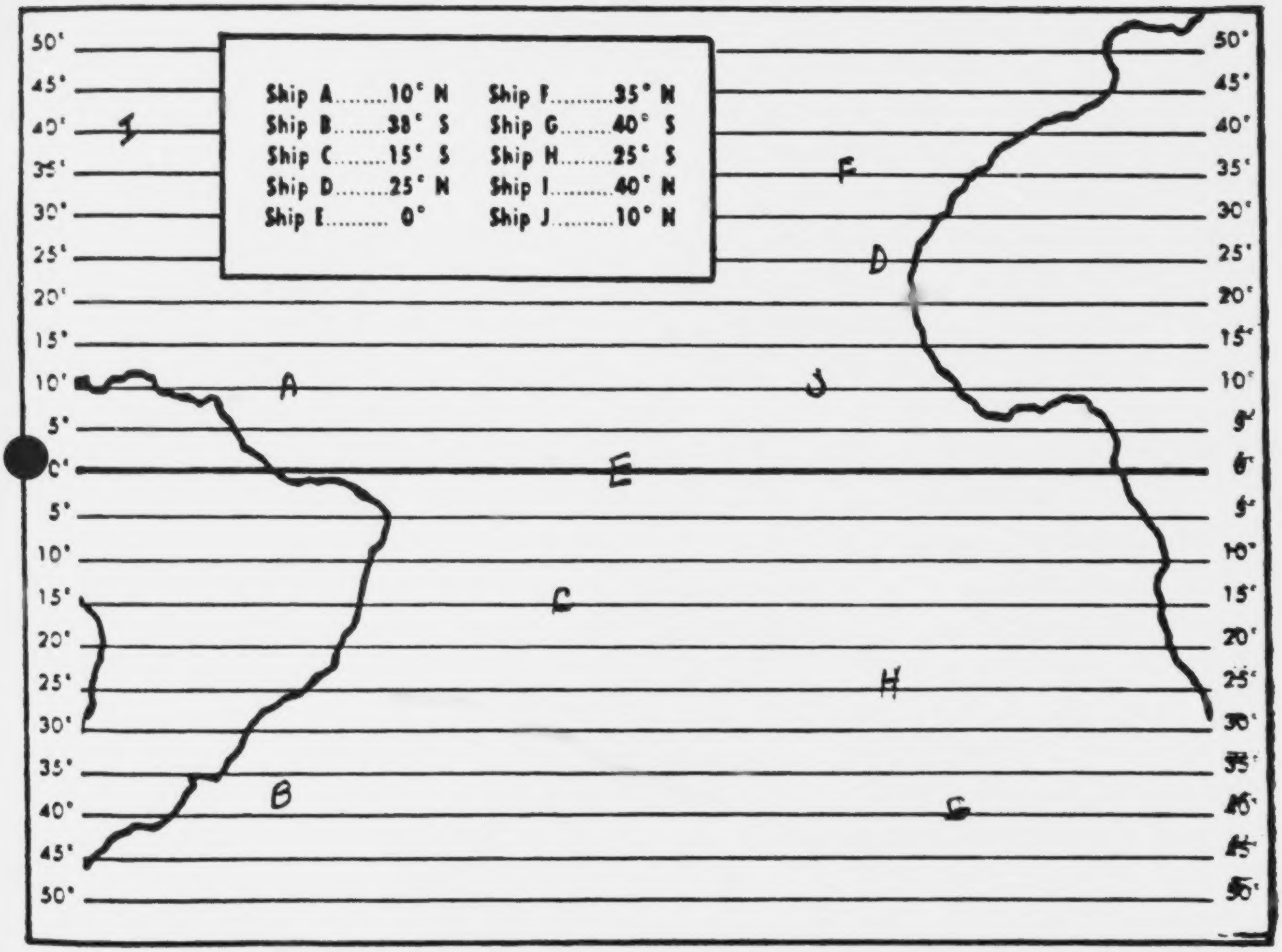


Ship A	10° N	Ship F	35° N
Ship B	38° S	Ship G	40° S
Ship C	15° S	Ship H	25° S
Ship D	25° N	Ship I	40° N
Ship E	0°	Ship J	10° N

From the position in which you have drawn your ships, write east or west in the blanks below.

1. Ship A is __________ of Ship D.
2. Ship I is __________ of Ship F.
3. Ship J is __________ of Ship B.
4. Ship E is __________ of Ship C.

Do you know why Ship E has neither N. nor S. after its reading? __________



Ship A	10° N	Ship F	35° N
Ship B	38° S	Ship G	40° S
Ship C	15° S	Ship H	25° S
Ship D	25° N	Ship I	40° N
Ship E	0°	Ship J	10° N

50°
45°
40°
35°
30°
25°
20°
15°
10°
5°
0°
5°
10°
15°
20°
25°
30°
35°
40°
45°
50°
I
F
D
A
J
E
C
H
B
G

From the position in which you have drawn your ships, write east or west in the blanks below.

1. Ship A is __________ of Ship D.
2. Ship I is __________ of Ship F.
3. Ship J is __________ of Ship B.
4. Ship E is __________ of Ship C.

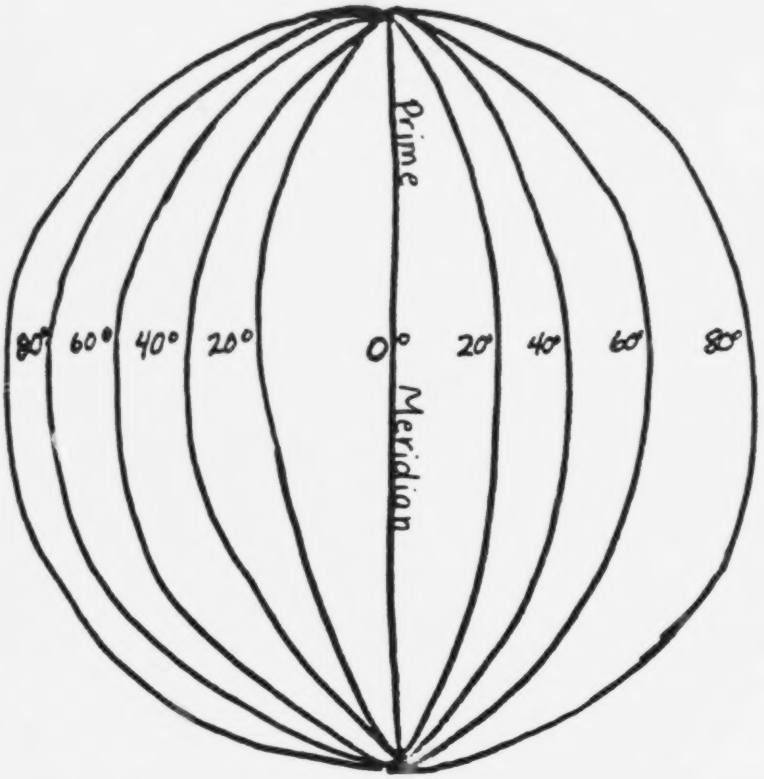
will vary

Do you know why Ship E has neither N. nor S. after its reading? __________

LONGITUDE

Lines are also drawn from north to south. They are numbered in degrees. They are not parallel. They are called Longitude lines. Longitude lines begin at the Prime Meridian which is 0° Longitude. The Prime Meridian goes through England near London. The lines are numbered going west so that the line which goes through Washington, D.C. is about 78° W. The lines going east are numbered 1° to 180° E. The line going through New Delhi, India is 78° E.

The 180° Longitude line is called the International Date Line. It is half-way around the world from the Prime Meridian. All Longitude lines meet at the North and South Poles.



Longitude Helps Us To Tell Time.

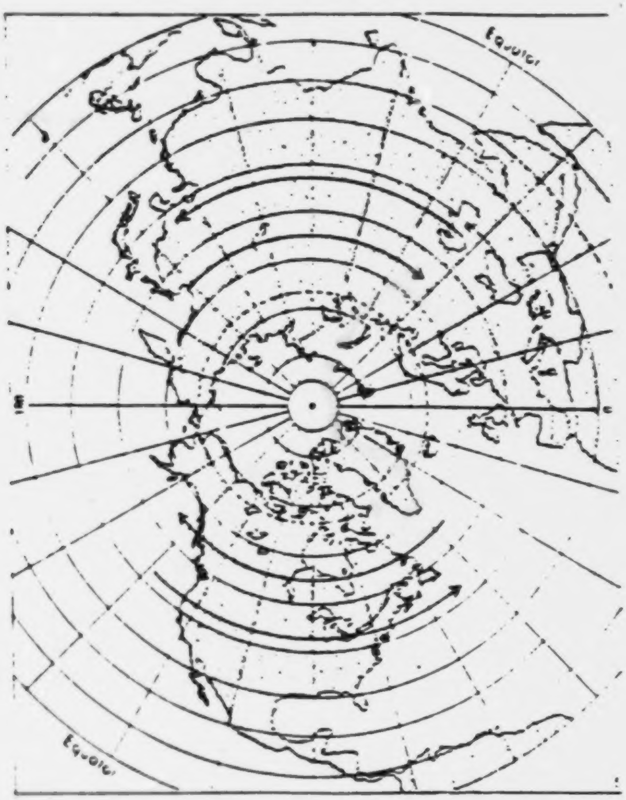
The earth turns on an imaginary pole called an axis. It makes one complete turn every 24 hours. The sun crosses each longitude line or meridian at noon. We measure time from the Prime Meridian. Some of the time zones in the United States are:

Eastern
Central
Mountain
Pacific
Yukon
Alaska
Bering
Hawaii

As you go from the East Coast westward each time zone is one hour earlier. For example if it is 12:00 noon in the Eastern time zone, it is:

11 A.M. Central
10 A.M. Mountain
9 A.M. Pacific
8 A.M. Yukon
7 A.M. Alaska
6 A.M. Bering time

All Longitude Lines Meet At The North And South Poles



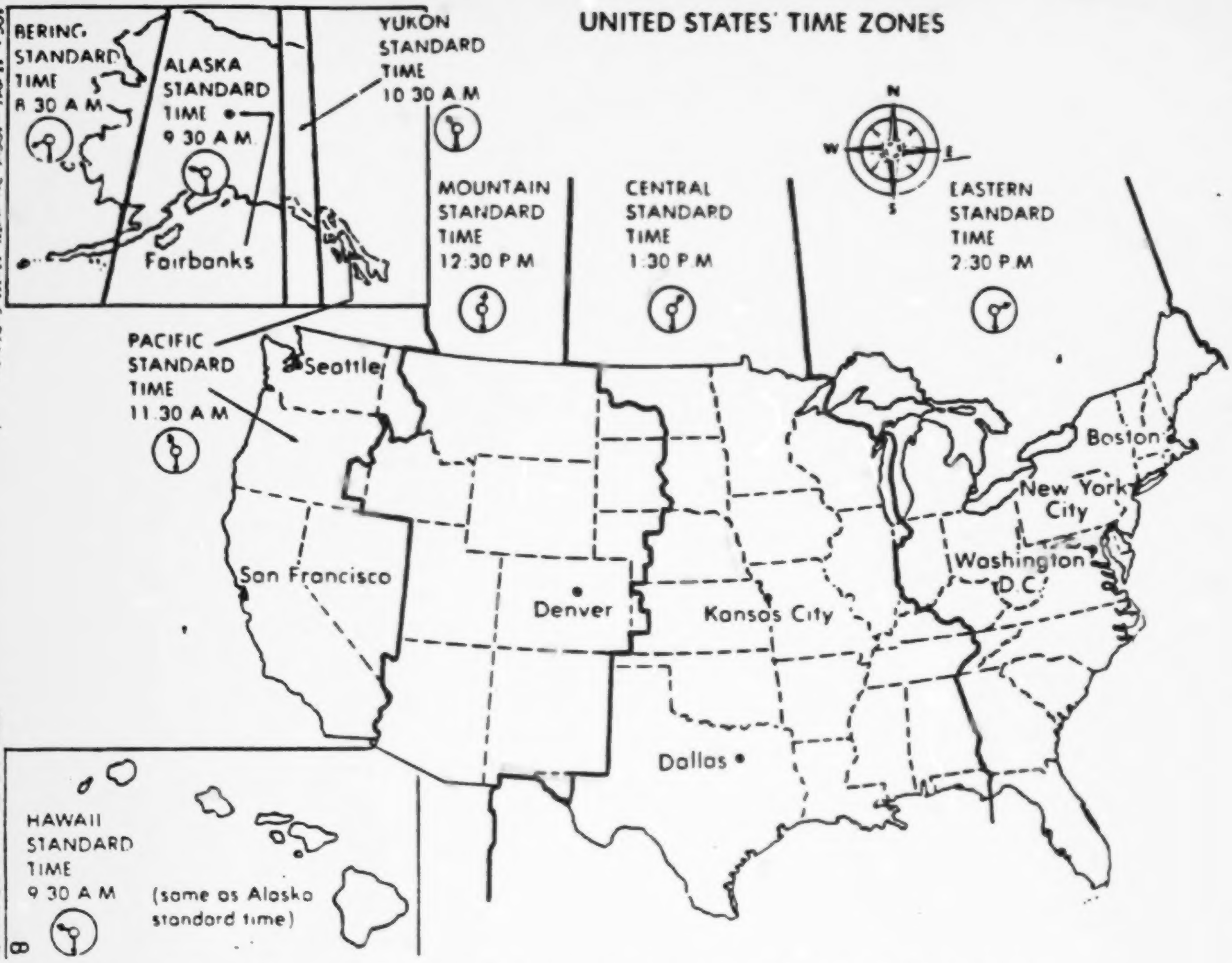
These are directions on a polar map. This is the Northern Hemisphere.

Activity: Answer in sentences.

1. What is longitude?
2. What is the Prime Meridian?
3. What is the International Dateline?

To the teacher:

Using a globe or map, have the students locate the International Dateline. Ask each student to locate his native country and tell which side of the International Dateline it is on.


UNITED STATES' TIME ZONES
BERING STANDARD TIME 8 30 A M
ALASKA STANDARD TIME 9 30 A M
YUKON STANDARD TIME 10 30 A M
Fairbanks
MOUNTAIN STANDARD TIME 12 30 P M
CENTRAL STANDARD TIME 1 30 P M
EASTERN STANDARD TIME 2 30 P M
N
W
E
S
PACIFIC STANDARD TIME 11 30 A M
Seattle
San Francisco
Denver
Kansas City
Dallas
Boston
New York City
Washington D.C.
HAWAII STANDARD TIME 9 30 A M
(same as Alaska standard time)
8

Study the map. Then see if you can find the time at these places. Color each time belt on the map.

1. If it is 9 A.M. in New York, it is ______________ in Kansas City.

2. If it is 8 P.M. in Denver, it is ______________ in Dallas.

3. When it is 6 P.M. in Kansas City, it is __________ in San Francisco.

4. When it is 2 P.M. is New York, it is ____________ in Washington, D.C.

5. When it is 10 A.M. in San Francisco, it is __________ Denver.

6. It is 7 P.M. in Boston. It is then ___________ Seattle.

7. It is 4:30 P.M. in Fairbanks. It is then __________ in Hawaii.

8. It is 10:30 A.M. in Denver. It is then ___________ Dallas.

9. It is 6 A.M. in San Francisco. It is then ____________ in Boston.

10. It is 5:15 P.M. in New York City. It is then ____________ in Denver.

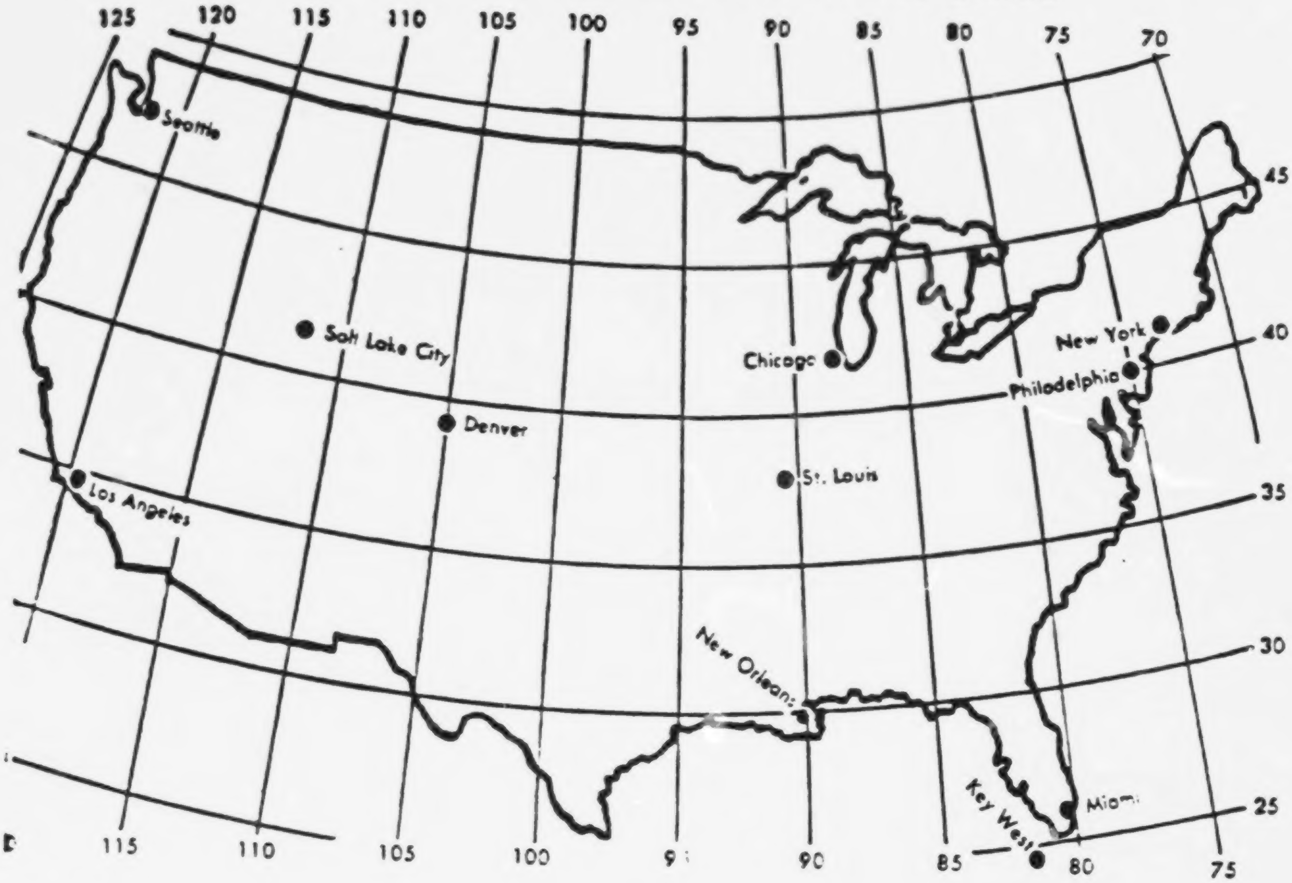
11. When it is 6:30 A.M. in Boston, it is ________________ in Hawaii.

Time Zones - Key Intermediate

1. 8 A.M.
2. 9 P.M.
3. 4 P.M.
4. 2 P.M.
5. 11 A.M.
6. 4 P.M.
7. 4:30 P.M.
8. 11:30 P.M.
9. 9:00 A.M.
10. 3:15 P.M.
11. 1:30 A.M.

USING LATITUDE AND LONGITUDE

THE LOCATION OF IMPORTANT CITIES



125
120
115
110
105
100
95
90
85
80
75
70
45
40
35
30
25
Seattle
Salt Lake City
Denver
Los Angeles
Chicago
St. Louis
New York
Philadelphia
New Orleans
Key West
Miami
115
110
105
100
90
85
80
75

Find the cities listed below. Give the number of the nearest latitude and longitude lines of each city.

1. Key West is near ______ N. and near ______W.
2. St Louis is near ______ N. and near ______W.
3. New Orleans is near ______ N. and near ______W.
4. Chicago is north of ______ N. and east of ______W.
5. Philadelphia is near ______ N. and near ______W.
6. Los Angeles is south of ______N. and east of ______ W.
7. Seattle is north of ______ N. and east of _______ W.
8. Miami is north of ______ N. and near ______W.
9. Denver is south of ______ N. and near ______W.
10. New York is north of ______N. and east of ______W.
11. Salt Lake City is north of ______N. and near ______ W.

Key: Latitude and Longitude

Intermediate

1.	25° N	80° W
2.	37° N	90° W
3.	30° N	90° W
4.	40° N	90° W
5.	40° N	75° W
6.	35° N	120° W
7.	45° N	125° W
8.	25° N	80° W
9.	40° N	105° W
10.	40° N	75° W
11.	40° N	110° W

Here is a list of cities in the United States. Write them in alphabetical (A B C) order. Then write the correct letters in the numbered blanks at the bottom of the page.

SAN ANTONIO	NEW YORK	HOUSTON
NEW ORLEANS	PITTSBURGH	LAS VEGAS
DALLAS	MIAMI	SAN FRANCISCO
PORTLAND	ATLANTA	BOSTON

1. $\underline{A}\ \underline{T}\ \underline{L}\ \underline{A}\ \underset{14}{\underline{N}}\ \underline{T}\ \underline{A}$

2. $\_\ \_\ \_\ \_\ \_\ \_$

3. $\_\ \_\ \_\ \_\ \_\ \underset{6}{\_}$

4. $\_\ \underset{18}{\_}\ \_\ \_\ \_\ \_\ \_$

5. $\_\ \_\ \_\quad \_\ \underset{3}{\_}\ \_\ \_\ \_$

6. $\underset{17}{\_}\ \_\ \underset{9}{\_}\ \_\ \_$

7. $\_\ \underset{8}{\_}\ \_\quad \_\ \underset{5}{\_}\ \_\ \_\ \_\ \_\ \_$

8. $\_\ \underset{11}{\_}\ \_\quad \_\ \_\ \underset{10}{\_}\ \_$

9. $\underset{7}{\_}\ \_\ \_\ \_\ \_\ \_\ \_\ \_\ \_\ \underset{2}{\_}$

10. $\_\ \underset{13}{\_}\ \_\ \underset{15}{\_}\ \_\ \_\ \_\ \_$

11. $\_\ \_\ \_\quad \_\ \_\ \underset{1}{\_}\ \_\ \_\ \_\ \_$

12. $\underset{12}{\_}\ \_\ \_\quad \_\ \_\ \_\ \_\ \underset{4}{\_}\ \underset{16}{\_}\ \_\ \_\ \_$

$\underset{1}{\_}\ \underset{2}{\_}\ \underset{3}{\_}\ \underset{6}{\_}\ \underset{11}{\_}\quad \underset{4}{\_}\ \underset{16}{\_}\ \underset{15}{\_}\ \underset{16}{\_}\ \underset{8}{\_}\ \underset{12}{\_}\quad \underset{9}{\_}\ \underset{5}{\_}\ \underset{3}{\_}\quad \underset{16}{\_}\ \underset{17}{\_}\ \underset{7}{\_}\ \underset{13}{\_}\ \underset{10}{\_}\ \underset{15}{\_}\ \underset{9}{\_}\ \underset{14}{\underline{N}}\ \underset{15}{\_}$

Key: Intermediate

Here is a list of cities in the United States. Write them in alphabetical (A B C) order. Then write the correct letters in the numbered blanks at the bottom of the page.

SAN ANTONIO	NEW YORK	HOUSTON
NEW ORLEANS	PITTSBURGH	LAS VEGAS
DALLAS	MIAMI	SAN FRANCISCO
PORTLAND	ATLANTA	BOSTON

1, A T L A N T A
14

2. B O S T O N

3. D A L L A S
6

4. H O U S T O N
18

5. L A S V E G A S
3

6. M I A M I
17 9

7. N E W O R L E A N S
8 5

8. N E W Y O R K
11 10

9. P I T T S B U R G H
7 2

10. P O R T L A N D
13 15

11. S A N A N T O N I O
1

12. S A N F R A N C I S C O
12 4 16

T	H	E	S	E	C	I	T	I	E	S	A	R	E	I	M	P	O	R	T	A	N	T
1	2	3	6	11	4	16	15	16	8	12	9	5	3	16	17	7	13	10	15	9	14	15

THE WORLD

The land in the world is divided into seven parts called continents.

The continents are:

North America,

South America,

Africa,

Europe,

Australia,

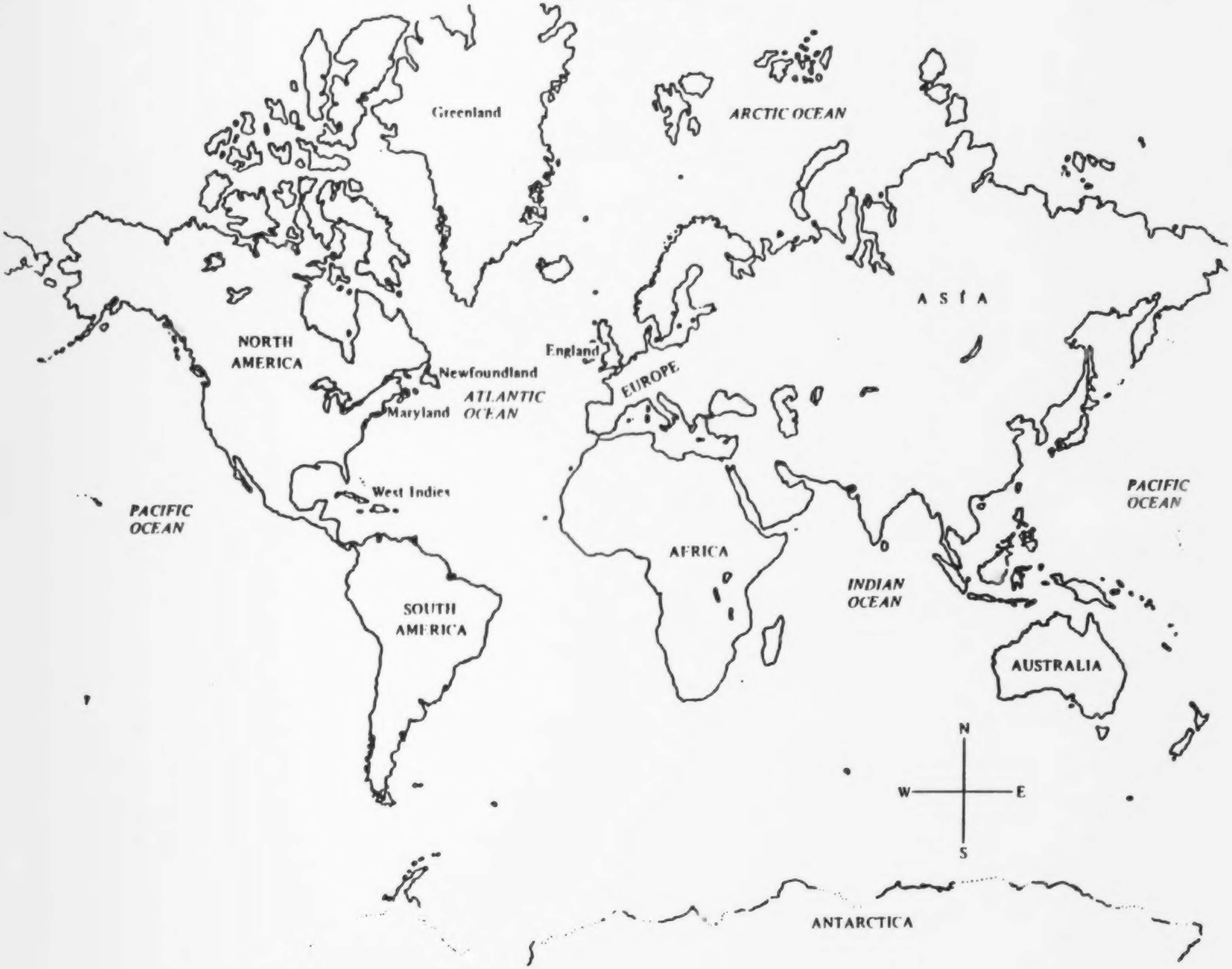
Asia,

Antarctica.

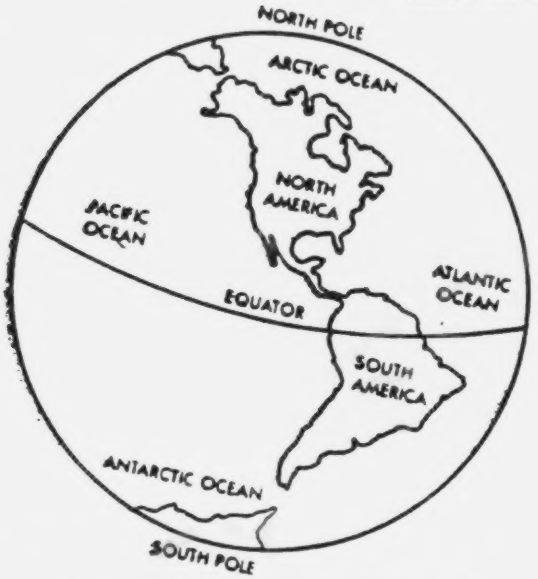
We live on the continent of North America.

183/184

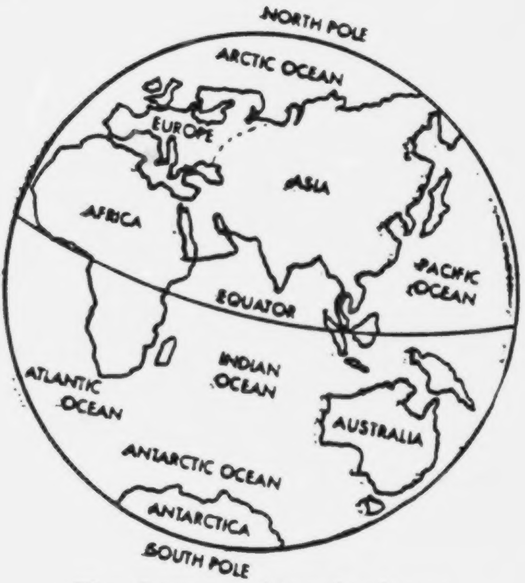
The World


Greenland
ARCTIC OCEAN
ASIA
NORTH AMERICA
England
EUROPE
Newfoundland
ATLANTIC OCEAN
Maryland
West Indies
PACIFIC OCEAN
PACIFIC OCEAN
AFRICA
INDIAN OCEAN
SOUTH AMERICA
AUSTRALIA
N
W
E
S
ANTARCTICA

There are 7 Continents


NORTH POLE
ARCTIC OCEAN
NORTH AMERICA
PACIFIC OCEAN
ATLANTIC OCEAN
EQUATOR
SOUTH AMERICA
ANTARCTIC OCEAN
SOUTH POLE

The Western Hemisphere


NORTH POLE
ARCTIC OCEAN
EUROPE
ASIA
AFRICA
PACIFIC OCEAN
EQUATOR
INDIAN OCEAN
ATLANTIC OCEAN
AUSTRALIA
ANTARCTIC OCEAN
ANTARCTICA
SOUTH POLE

The Eastern Hemisphere

Can you read these map globes? If you can, you will be able to complete these sentences.

1. The equator crosses the continents of ______________________________

____

2. The continents touched by the Pacific Ocean are ______________________

____

3. Most of South America is in the _______________ Hemisphere.

4. The ________________ Ocean is south of Asia.

5. The Atlantic Ocean touches the continents of ________________________

____

6. When you travel west from North America, you would come to the continent of ____

7. The ocean nearest the North Pole is the _____________ Ocean.

8. ______________ and __________________ are continents that are joined.

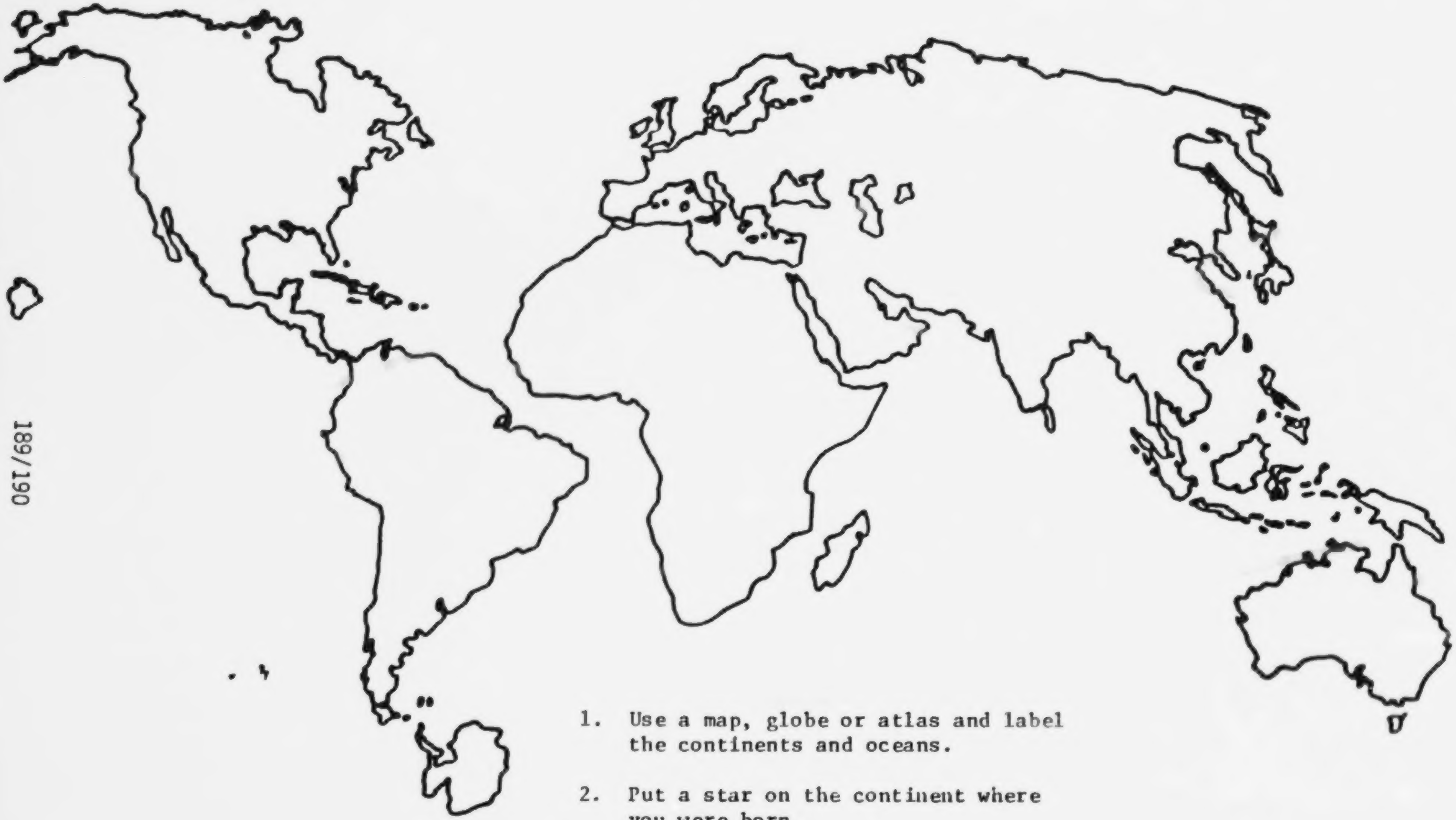
9. North of Australia is the continent of ___________________________

10. More land is in the ___________ hemisphere than in the ____________

11. ______________________ is the farthest south.

Key - 7 Continents

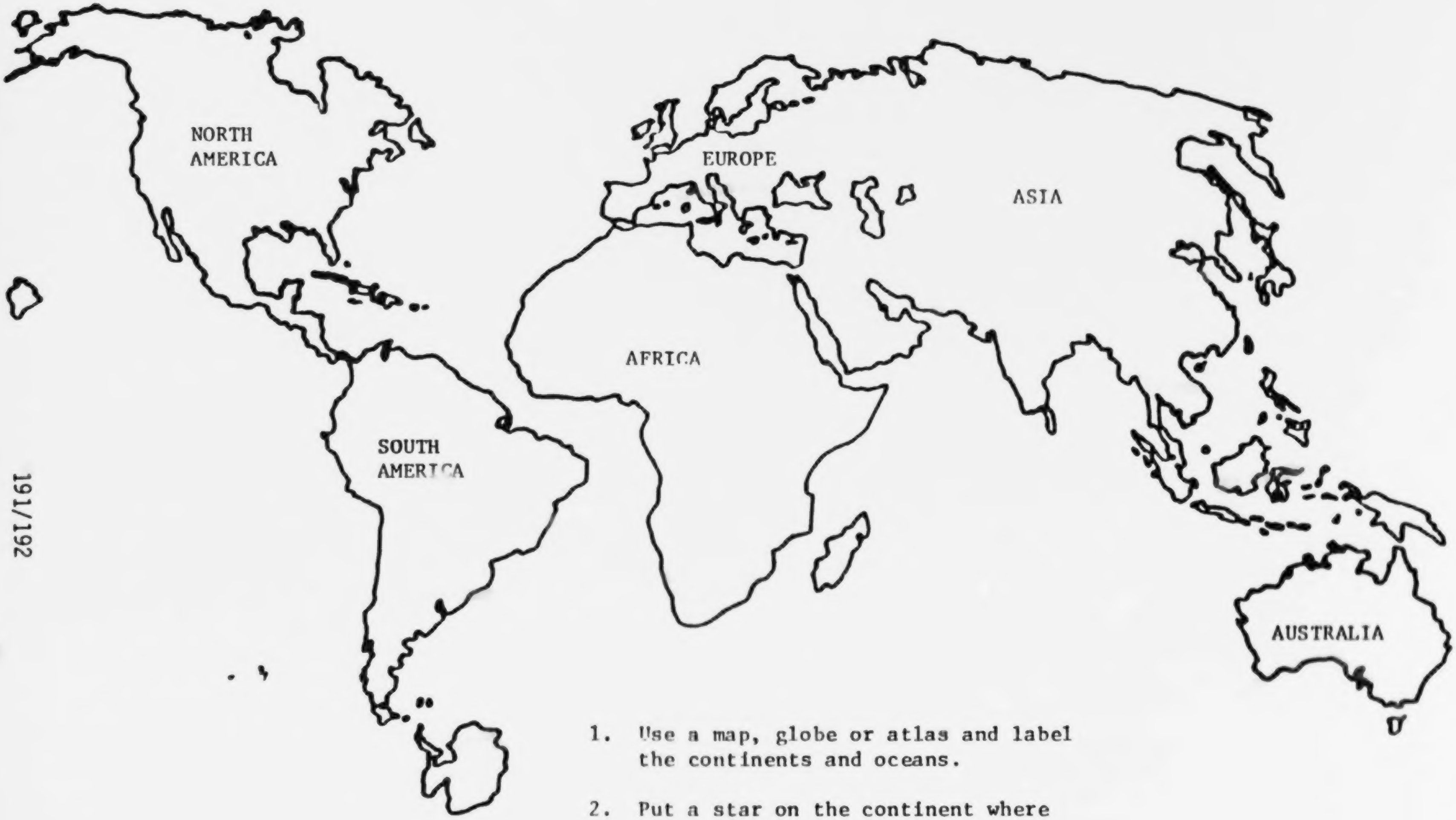
1. Africa, Asia, South America
2. North America, South America, Asia, Australia
3. Southern
4. Indian Ocean
5. North America, South America, Africa, Europe
6. Asia
7. Arctic
8. Europe and Asia
9. Asia
10. Northern, Southern
11. Antarctica



1. Use a map, globe or atlas and label the continents and oceans.
2. Put a star on the continent where you were born.
3. Color North America red.

THE MAP - KEY

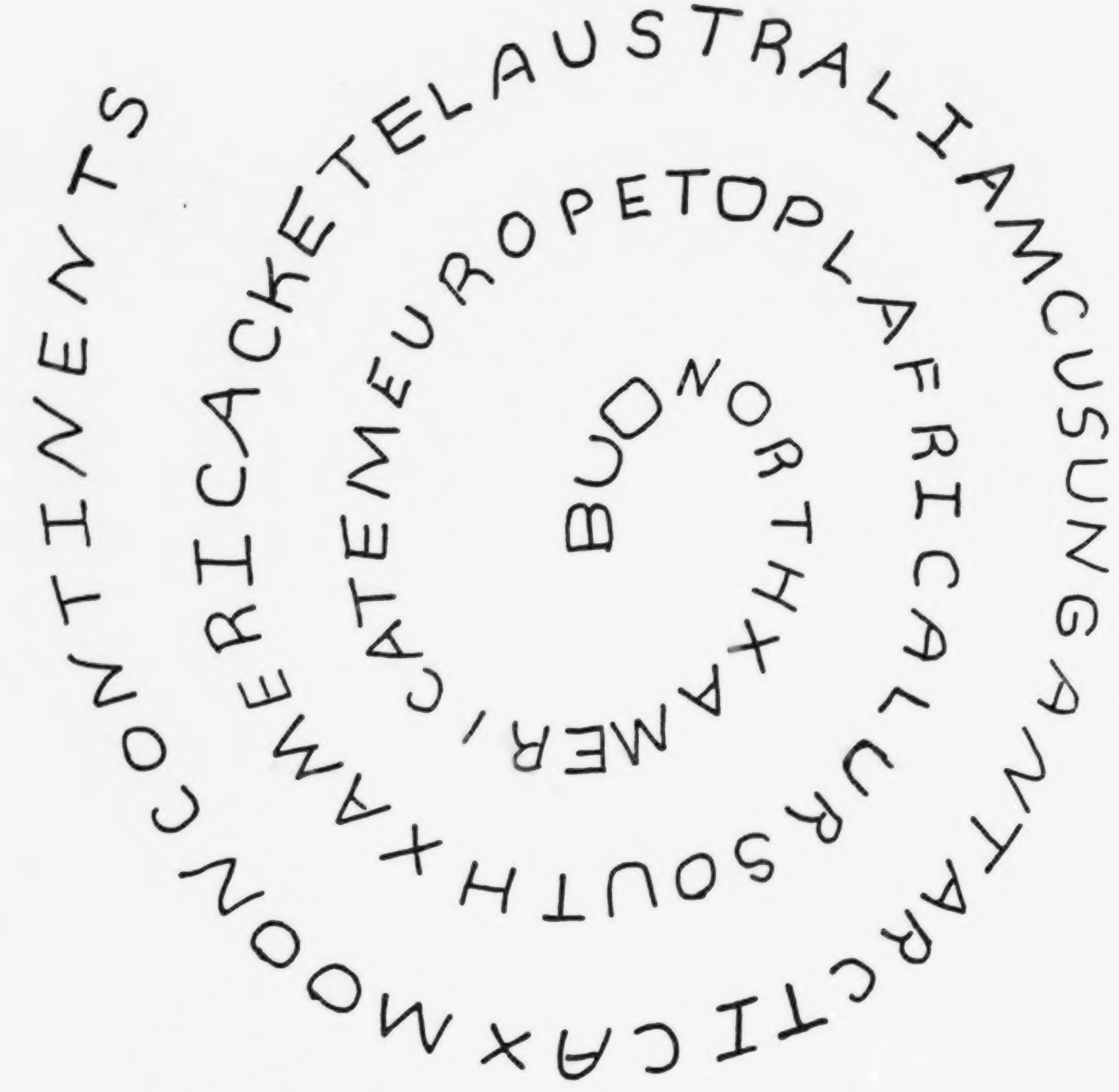
Beginning


NORTH AMERICA
EUROPE
ASIA
AFRICA
SOUTH AMERICA
AUSTRALIA

1. Use a map, globe or atlas and label the continents and oceans.
2. Put a star on the continent where you were born.
3. Color North America red.

CONTINENTS

Start in the center and go around the world to find all the continents. Cross words out as you find them.

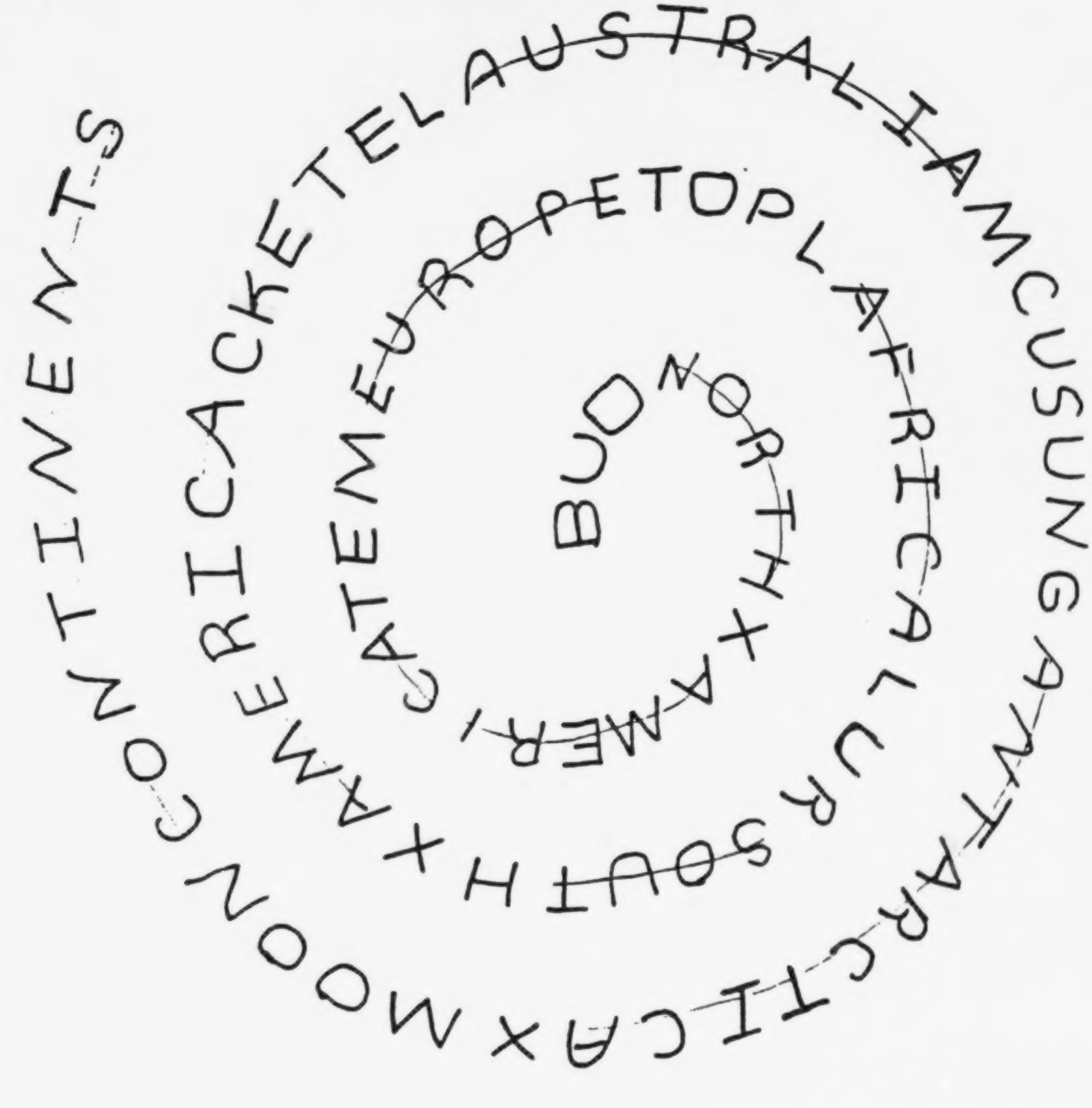

BUDNORTHXAMERICATEMEUROPETOPLAFRICALURSOUTHXAMERICACKETELAUSTRALIAMCUSUNGANTARCTICAXMOONCONTINENTS

ANTARCTICA
AUSTRALIA
ASIA
AFRICA
EUROPE
CONTINENTS
SOUTH AMERICA
NORTH AMERICA

Key Beginning

CONTINENTS

Start in the center and go around the world to find all the continents. Cross words out as you find them.


BUDNORTHXAMERICATEMEUROPETOPLAFRICALURSOUTHXAMERICACKETELAUSTRALIAMCUSUNGANTARCTICAXMOONCONTINENTS

ANARTICA
AUSTRALIA
ASIA
AFRICA
EUROPE
CONTINENTS
SOUTH AMERICA
NORTH AMERICA

LONGITUDE AND LATITUDE

Name the seven continents:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Look at the map, Find each location:

1. 30° S and 120° E Name the continent.
2. 60° N and 60° E Name the continent.
3. 30° S and 60° W Name the continent.
4. 60° N and 120° W Name the continent.
5. 15° N and 0° Name the continent.
6. 70° S and 60° E Name the continent.
7. Lines of latitude run ____________ to ____________.
8. Lines of longitude run ____________ to ____________.

LONGITUDE AND LATITUDE - INTERMEDIATE

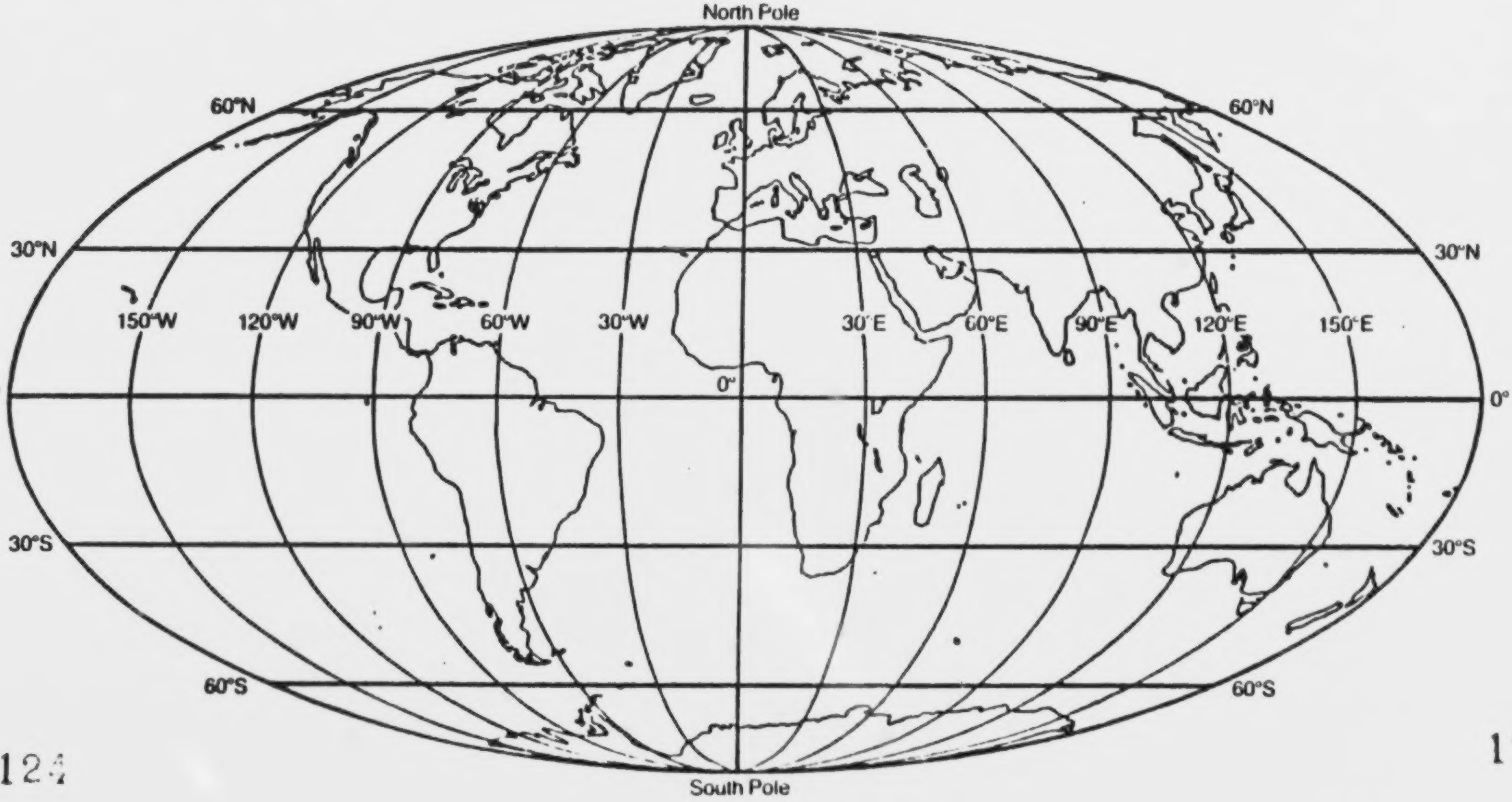
Name the seven continents:

1. Asia
2. Africa
3. Australia
4. North America
5. South America
6. Europe
7. Antarctica

Look at the map. Find each location:

1. 30° S and 120° E Name the continent. Australia
2. 60° N and 60° E Name the continent. Asia
3. 30° S and 60° W Name the continent. South America
4. 60° N and 120° W Name the continent. North America
5. 15° N and 0° Name the continent. Africa
6. 70° S and 60° E Name the continent. Antarctica
7. Lines of latitude run __________ to __________. West to East
8. Lines of longitude run __________ to __________. North to South

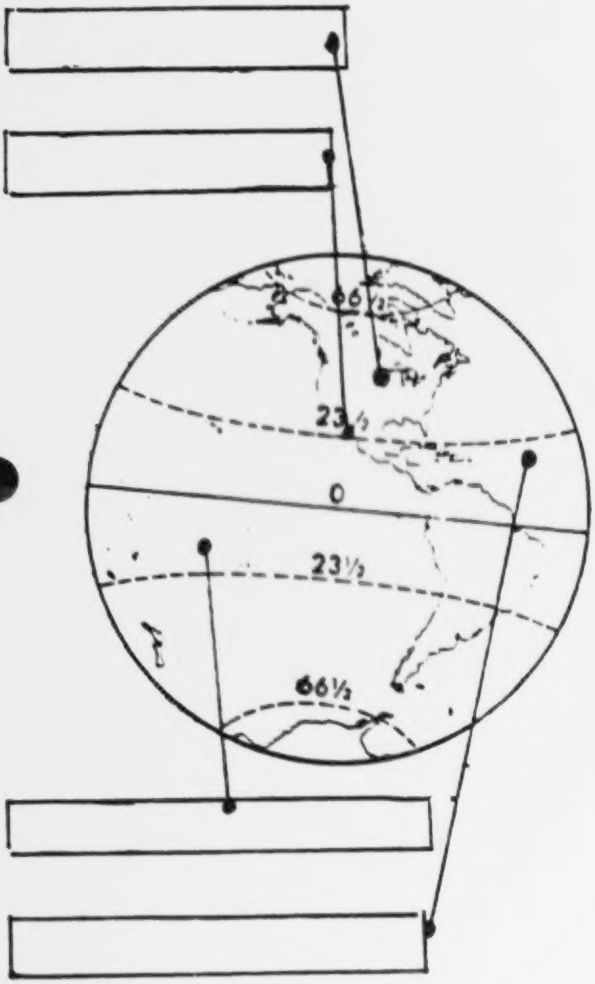
Latitude and Longitude

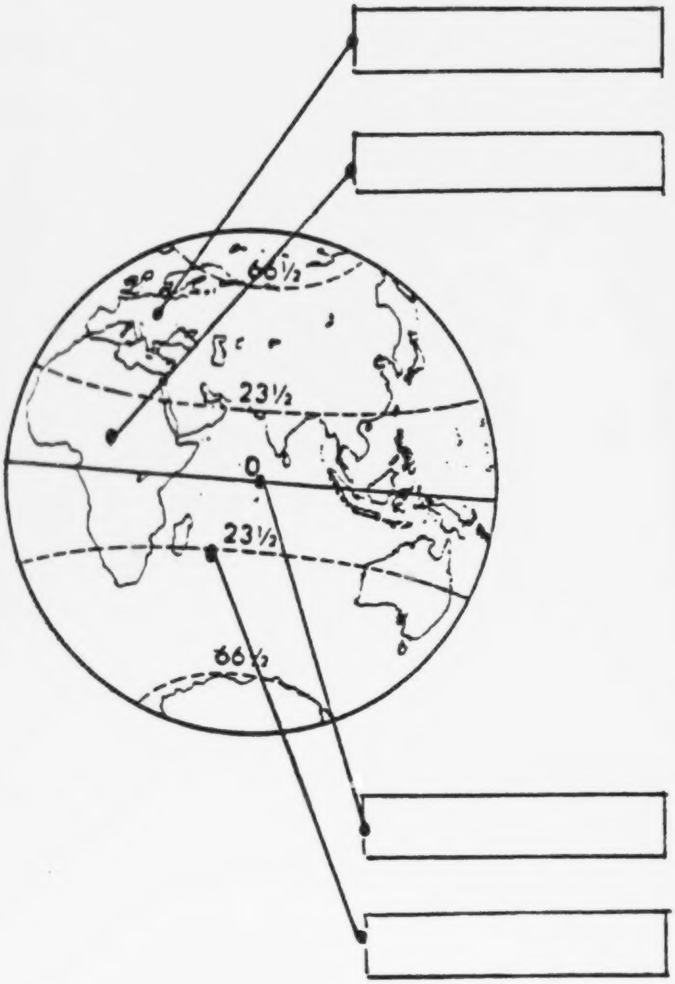

North Pole
60°N
60°N
30°N
30°N
150°W
120°W
90°W
60°W
30°W
30°E
60°E
90°E
120°E
150°E
0°
0°
0°
30°S
30°S
60°S
60°S
South Pole

Name ____________________

Use the words below to label the map.

Equator Tropic of Cancer Tropic of Capricorn
Africa Europe Atlantic Ocean
Pacific Ocean North America

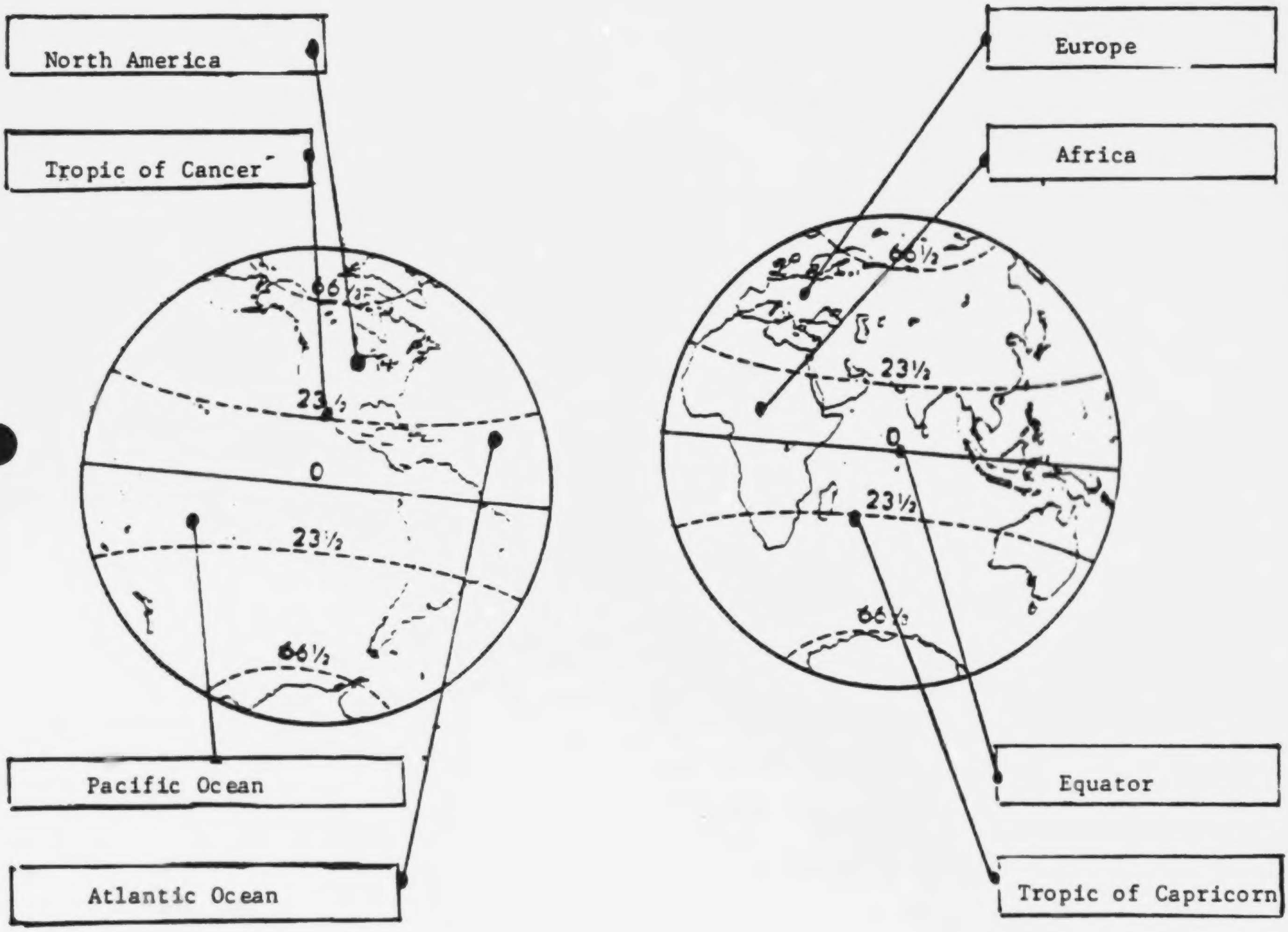

66½
23½
0
23½
66½


66½
23½
0
23½
66½

Key Intermediate

Use the words below to label the map.

Equator	Tropic of Cancer	Tropic of Capricorn
Africa	Europe	Atlantic Ocean
Pacific Ocean		North America


North America
Tropic of Cancer
66½
23½
0
23½
66½
Pacific Ocean
Atlantic Ocean
Europe
Africa
66½
23½
0
23½
66½
Equator
Tropic of Capricorn

CONTINENTS AND VOWELS

1. Name the 5 continents that begin and end with a vowel:

   A _ _ A
   A _ _ _ _ A
   E _ _ _ _ E
   A _ _ _ _ _ _ _ A
   A _ _ _ _ _ _ _ _ A

2. Name 3 continents that have 5 vowels in their names:

   ____
   ____
   ____

3. Name the 2 that have 3 vowels in their name:

   ____
   ____

4. Name the 2 that have 4 vowels in their name:

   ____
   ____

RIDDLE:

If you're from ASIA, you're an _ _ _ _ _.
If you're from AFRICA, you're an _ _ _ _ _ _ _.
If you're from AUSTRALIA, you're an _ _ _ _ _ _ _ _ _ _.
If you're from SOUTH AMERICA, you're a _ _ _ _ _ _ _ _ _ _ _ _ _.
If you're from NORTH AMERICA, you're a _ _ _ _ _ _ _ _ _ _ _ _ _.
If you're from EUROPE, you're a _ _ _ _ _ _ _ _.
But, if you're from ANTARCTICA, you're a _ _ _ _ _ _ _!!!

Key CONTINENTS AND VOWELS Beginning

1. Name the 5 continents that begin and end with a vowel:

ASIA

AFRICA

EUROPE

AUSTRALIA

ANTARCTICA

2. Name 3 continents that have 5 vowels in their names:

Australia

South America

North America

3. Name the 2 that have 3 vowels in their name:

Asia

Africa

4. Name the 2 that have 4 vowels in their name:

Europe

America

RIDDLE:

If you're from ASIA, you're an ASIAN.

If you're from AFRICA, you're an AFRICAN.

If you're from AUSTRALIA, you're an AUSTRALIAN.

If you're from SOUTH AMERICA, you're a SOUTH AMERICAN.

If you're from NORTH AMERICA, you're a NORTH AMERICAN.

If you're from EUROPE, you're a EUROPEAN.

But, if you're from Antarctica, you're a PENGUIN!!!

MAP OR GLOBE TERMS WORDSEARCH

```
X B O G E P A I Y D Z Z I Q G T K V F I O V C L A Y Q V K O D Z A P A N
R A P F N V B Y D K O S K J E C W D H W W X H E A G O M E Q Z K R D J E
T I L I N E O F L A T I T U D E D A E D A Z E C Q O U R Y F Y H D D I M
N S O U T H E A S T J M J A G Q T L S C P M U C E Q I O N G Y S A Z Z B
I H Z P J I I L P J Z A E B B H J W S N C J X Z B E A N W A N D O O R W
N O R T H E A S T Y J F G U W G C Z M H Y N Z S U J S E N R N O P Y D Y
O O Q B N M A L U U V F R D A B O I W Y Y S M T A T C I W C T N U I O T
Y U G K L C V F N X Z U L Y U T D B F N A B B K S N U K L A B V F E O F
W I C E A O D S M L R E A N O R T H R R H U A F G S L R C X Z X H F Z U
C J C W J T J W Q H A W X N I R E D U E Q X W K Z S K R I R G K J F A K
U M Q E M V L P B E A S T C D Q L H T L K F U Z J J S Q E R Y Z A I L R
P W J N I W R P P E R A M K Z Y D F S P R I M E M E R I D I A N Y L R B
K L Q O T J N N H D S M I K D S U S Z G Y J T Z R Y U J V Q S K L T J L
Q O L R Z T O E F P P I G W D P W B K T P P J J N O R C Z M C G G M O I
S Q W T G A S A X Y V X E X Y D C S I F W K B Z Q D Q Z E V K O F O C B
P Q D H Y Q U H M G Y P B N N L V C S D Y O B D P L S N Z Z G R W V X E
P W L P V Y P O P G B Z T X S U Z I M A G I N A R Y L I N E S Z P K J J
S D K O H T F G M M I M Q A B S T H V W T L N T K E O M M C W G R J A A
E H D L K B S Z V V A N O R T H W E S T R O R H V C Z E P P N E W S H D
R A W E W R O I C A L H Y N Y Q I P J L O I U H Q W B O J M V A H O H D
Z T O Y Y I U L L K F O X O Y O K V F U P R S M T L R M V B W W S U C V
C Z N A E I T B R S P A A Q J Y W G I H I L T E R K A C U W H F O T D F
M J E L A V H E A F O E L C F F A G O T C Y P E R L S V A Y T R U H S G
H R G F O Z G N Q E Q V T O D J U F G I A Z L L P K F D I D Q J T W N W
T W Q A R X H X Q L H U U N B F H Z M L L Y T K J R S O H P E N H E K E
X O X B U G K D I C I Q C B Q I I W O K L R G A A A A D D H G Q P S H S
N B W B O Y Z R T S D H M W P I M C O U I R L P H N C N O E I R O T S T
Z Q L Y X V A X Z S I J W W D P P L W T N G O O I Z P S A P L L L Q N J
P L M F L I N E O F L O N G I T U D E H E K B Y D D F N U N O V E S R J
O T M O M Z C N G X F O O I E L J I D J S F E S Z Z V N A T L A S S S F
B J V H X N L S U E Q U A T O R Y D B J I N P A T V N R W L O X B G L V
E M B O R Q A N S W L P O Y D N T W I P J V T N A L A C X S C M S U G K
X P F M L H M Y N I D N E T M C F O U Y W N C B D H G I X L H A Z T W X
Y I W F U I T I Z S I V Y A I P L P W S I K T P D V Y M V E G P A L Z K
I V F T M K J N K A V W B S I E U V Y I H T N T M O Z G Y E Q S V W L E
X Z C S A R C T I C C I R C L E O N K G S C G D O U D T M F T R T N D U
```

WORDS

Line of Latitude
South
Northeast
Southwest
North Pole
Tropical Lines
Map
Line of Longitude
East
Northwest
Imaginary Lines
South Pole
Artic Circle
Key

MAP OR GLOBE TERMS WORDSEARCH ANSWER KEY Beginning

```
. . . . . . . . . . . . . . . . . . . . . . . . . . . . K . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . E . . . . . . .
. . L I N E O F L A T I T U D E . . . . . . . . . . . . Y . . . . . . .
. S O U T H E A S T . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
N O R T H E A S T . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . N O R T H . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . E A S T . . . . . . . . . . . . . . . . . . . . . . .
. . . N . . . . . . . . . . . . . . . P R I M E M E R I D I A N . . . .
. . . O . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . R . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . T . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . H . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . P . . . . . . . . . . . . . I M A G I N A R Y L I N E S . . . . .
. . . O . . . . . . . . . . . . . . . . T . . . . . . . . . . . . . . .
. . . L . . S . . . . N O R T H W E S T R . . . . . . . . . . . . S . .
. . . E . . O . . . . . . . . . . . . . O . . . . . . . . . . . . O . .
. . . . . . U . . . . . . . . . . . . . P . . . . . . . . . . . S U . .
. . . . . . T . . . . . . . . . . . . . I . . . . . . . . . . . O T . .
. . . . . . H . . . . . . . . . . . . . C . . . . . . . . . . . U H . .
. . . . . . . . . . . . . . . . . . . . A . . . . . . . . . . . T W . W
. . . . . . . . . . . . . . . . . . . . L . . . . . . . . . . . H E . E
. . . . . . . . . . . . . . . . . . . . L . G . . . . . . . . . P S . S
. . . . . . . . . . . . . . . . . . . . I . L . . . . . . . . . O T . T
. . . . . . . . . . . . . . . . . . . . N . O . . . . . . . . . L . . .
. . . . L I N E O F L O N G I T U D E . E . B . . . . . . . . . E . . .
. . . . . . . . . . . . . . . . . . . . S . E . . . . . A T L A S . . .
. . . . . . . . . E Q U A T O R . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . M . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . P . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . A R C T I C C I R C L E . . . . . . . . . . . . . . . . . . . .
```

MAP OR GLOBE TERMS WORDSEARCH

```
K R U B B W J C Q Y L Y O T T M V F U V E F W B V L E K K K B R Y G J I
M S Y N T T Q K G H X L T L E G K B Y V E O H M S T I X E R R J L Q E S
Q L D W B B Y W G N P F Y N H Z R M T A K P W K A M M E R W N S K H Q C
L O D L H E H C I L Z V B I Z L M J Y I A J R C O E O L E A B U J M O C
L C W Q P B D A F W B U Y L Z D T H O U G U E H R T Y O L Q W U K G Q Y
B N A W I R W U L B U J M H V P S M W H X U V J S S C P C Y L D L F D L
Q I Z Y Q P A D T L W R V N E S E D U I K X S A L T A H R H T R O N U A
C S B A V R D L V I J E P T R K W S C Y D R E V M L R T I C C M J T Y R
Z S K E V I M H O R G I R G O J H K Y A Z W X K B A I R C L T R J G M X
V H Z T V M S O U T H N K L G Z T O Y T T Y Y X F B P O C Z L Y A T G S
G D S S L E I P B K U Q O U I S U G G S O E E Z L J H N I K N T Y X B P
R Z H E V M S P D T Y M W L G V O J X F K D S L A P K U T P E F L M M U
J B I W E E Q U E T P R Y W F I S G Y X D J G W R X C F C D X T X T N C
F A R P Y R M U U N J X Y M U O Y G Z W O X K T V T V M R Q P O B Q R N
B F Z P K I G V C D U Q L A T V E X Y T L W C F S M C T A N Y L G S X Z
K T U X H D Z U M Z S M C Z B M E N M W A T T I N W W F K C G A C N C A
M Z K Y T I P Z R O X W O I I B H O I F W R A R P T G P L S R P Q V A S
I J Q A Y A T X E E T D T O F A V J O L K O Z T Q X H S A X A W J T A Y
K G N P X N S M S C E B L H W X B Z U F T P O N O R T H E A S T C K T C
L Z G F N K H W K Q G K V I K M L J E Y E I M D L D C U I O C A E J U M
D W T Q Y H N P U R G J Q R N F W H A L N C Y M I I B E Z C F E D K K D
S H B C R K G A O W M H J T U C M J O U W A W M E L F G B W K A J G V F
P P T I Y S T M U M F C N A D C K P I A K L Q R T C H K H T E L J Z Q K
I M H G X O I U Y B U I P M E Q H N X F D L A L J T B X P S T V M K Z C
W D J L R V I G Q X X Q F C L T X S O L X I U W E S Q E G Z P R Y A K X
N O R T H W E S T Z H B K A U N G L A L P N Q H C A N T V Z P F U G T G
O U S T Q V V H F Q F E L O Y A V F C X R E O H O E B C H S K I L D V A
C N D F O X G E Q Q Q B S Q V M A W B N J S Q G N D C D M O Z E Y K V F
L M X C C P E V L I N E O F L A T I T U D E H O R S O U T H E A S T E J
V J W X Z O S N I E E J Y Q A X L T W D D D O G H T F P U W T G A Q O K
P J Q G K Z N C M I E Q Q L H T U F Q I S C H S L Z M U K S V B T J Y C
S D O J D T F C I M A G I N A R Y L I N E S O W H O C L O S K D U U A T
B Z X U K U T A Z C Q O W J N G H R E K J X W W I K B I Q O O Z X C A U
N T N V N D W T T G F V J K L C V P C V J S N Q I L C E Q F J F D H V R
Y L N I Y G P J U E J Q O Z Q L I A R D R J J K S H S C X D F L S S E D
Z F J S A P N W R M D X F R H U B C D O E N G K C L R P A N L B A P Q N
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WORDS

Line of Latitude
South
Northeast
Southwest
North Pole
Tropical Lines
Map

Line of Longitude
East
Northwest
Imaginary Lines
South Pole
Arctic Circle
Key

North
West
Southeast
Prime Meridian
Equator
Globe
Atlas

MAP OR GLOBE TERMS WORDSEARCH ANSWER KEY Intermediate

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. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . E . . . . . . . .
. . . . . E . . . . . . . . . . . . . . . . . . . . . L E . . . . . . .
. . . . . . D . . . . . . . . . T . . . . . . . . . . O L . . . . . . .
. . . . . . . U . . . . . . . . S . . . . . . . . . . P C . . . . . . .
. . . . . P . . T . . . . . . . E . . . . . S A L T A H R H T R O N . .
. . . . . R . . . I . . . . . . W . . . . . . . M . . T I . . . . . . .
. . . . . I . . . . G . . . . . H . . . . . . . . A . R C . . . . . . .
. . . T . M S O U T H N . . . . T . . . . . Y . . . P O C . . . . . . .
. . . S . E . . . . . . O . . . U . . . . E . . . . . N I . . . . . . .
. . . E . M . . . . . . . L . . O . . . K . . . . . . . T . . . . . . .
. . . W . E . . . . . . . . F . S . . . . . . . . . . . C . . . . . . .
. . . . . R . . . . . . . . . O . . . . . . . . . . . . R . . . . . . .
. . . . . I . . . . . . . . . . E . . . . . . . . . . . A . . . . . . .
. . . . . D . . . . . . . . . . . N . . . T . . . . . . . . . . . . . .
. . . . . I . . . . . . . . . . . . I . . R . . . . . . . . . . . . . .
. . . . . A . . . . . . . . . . . . . L . O . . . . . . . . . . . . . .
. . . . . N . . . . E . . . . . . . . . . P . N O R T H E A S T . . . .
. . . . . . . . . O . . . . . . . . . . E I . . . . . . . . . . . . . .
. . . . . . . . U . . . . . . . . . . L . C . . . . . . . . . . . . . .
. . . . . . . A . . . . . . . . . . O . . A . . . . . . . . . . . . . .
. . . . . . T . . . . . . . . . . P . . . L . . . . . . . . . . . . . .
. . . . . O . . . . . . . . . . H . . . . L . . . T . . . . . . . . . .
. . . . R . . . . . . . . . . T . . . . . I . . . S . . . . . . . . . .
N O R T H W E S T . . . . . U . . . . . . N . . . A . . . . . . . . . .
. . . . . . . . . . . . . O . . . . . . . E . . . E . . . . . . . . . .
. . . . . . . . . . . . S . . . . . . . . S . . . . . . . . . . . . . .
. . . . . . . . L I N E O F L A T I T U D E . . . S O U T H E A S T . .
. . . . . . . . . . . . . . . . . . . . . . . G . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . L . . . . . . . . . . .
. . . . . . . . I M A G I N A R Y L I N E S . . . O . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . B . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . E . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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MAP SKILLS VOCABULARY WORDSEARCH

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B W P R U W V E I G O C E A N E W F Z E X V D C F P L A T E A U F V C O
J W I P O L F Z V Y P A L L V E H I U Q P L D J X Z K E V I B S J G M T
W C P M P X J V I H G T N T N X B C G G M V W U R B M G U L F R W L W E
A A H B L F N S Q I N K N E F A C L T T W M B W X C R C Q T B S Q E E C
X P W B A F Y L A K E O W W N U O K B P G T F J Q D Z X R Z V W D V S P
R I G V I K H U G N B K N U C H K W T T I M N G C S L B C W B L W N T W
R T Z Y N W R X V O F U S Q S K E K V B R J I S B N P G O E S F R C V Q
J A B D S N B K K K P O O M X E Y C W N B B A N W D O X U C Q Y C P P G
T L O Y E F O K C M Z L U S P G B A L H R B P X C V L I N Q O A J T X D
O L H S D N K A O F H D T U L K H Q O F M L U O K V E I T V S A I W Z M
X D W K Q G I I U E L A H E I N H O D F D R K Q M R L L Y D J C A R V C
I L M S N D Z D N E G L P D S T M N K I X Z Z F U I O R C X H W N R Y D
G T G O M J K B T E F N O J V C S U P R R Q Z Y G V H B X Y V O C R Y J
N Q H U C Y X J R W K I L V S Q P R Z J Q O G J I E V O X G Q W Y H G A
S K O T M O U M Y S E J E T U P E N I N S U L A E R H Q H J J P S J L Z
T E Z H K F N H M P B H X C W C L J G K E A S T F K Y B Q O J I C A O W
K L B P N Q X F S L V T I W C O Z J L S Y X R K L F Q F R A Q X A S B I
A D Q N K A Q B H R Z L U J W J A Y L W O O R Q O G Y B L S V V P Y E M
G H I O S A M R P A E B H O N H A U A W Y Q F C N J R K S K W D E G M L
A C H R L A X Y K Q B A P F F D A Y T Q F Z I X G O N S E D G R K M V W
P E I T R R E P R I G B Z M A X H H I L X T O T I P F M N R O O T T E I
Z L G H I H Z Q A L C V S D L U E I T N Y V Q U T Z Q S M X K D A K W Z
L Y F P H A R B O R A L V M L I Z Y U M I P D A U C C O C B O R D E R B
V A R O C A P O R T N Z Y E L I P Q D V X I H T D I Z F F Y S C B O A A
E P D L H J N G F Q Y C M D I K J D E J H A Y V E T H D X U A T L A S Y
D K L E W T K P H F O P C D N T G A L M H T V R P R K K S I L V M S U N
H G O U X V C Z B F N A D E E K H V M N J U V L E I X X O Z O Q I T W Z
Z D A L G U M O U N T A I N R A N G E L B N B I M Z N X Y O H I G A I E
E E K Y C A T S P Y K V E W E N P E E Q V R C O N T I N E N T O M T V I
M W P V Y G P L F X W Z O E T A A W Q K X I T D N T N F G N M E V E B A
H U E Q U A T O R D H D F O Z Y H S I X J S E N O R T H D C S H M Y N G
J D X I B U I W T D P X F X G X G D W J Q L M O T V K E D O N P S D C H
Q U E L C G A M E Z Y R P M C K D J K N I A J J A Q X K M T Y K M P C Z
P K O C F D M M P V Q S N L X C G P T U H N B U C C C Z N D P S F P C D
O U Q P G D C O A S T L I N E H F C V R L D O U Z Z J A F E U X B X Q N
S L K U D X P M W Y B T R O E K L R Z K I U C M F G X W P Y D D P F S C
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WORDS

ATLAS
CANYON
COASTLINE
COUNTY
GULF
LAKE
PENINSULA
POLE
STATE
KEY
LATITUDE
SOUTH

BAY
CAPE
CONTINENT
FALL LINE
HARBOR
MOUNTAIN RANGE
PLAINS
PORT
SOUTH POLE
GLOBE
LONGITUDE
EAST

BORDER
CAPITAL
COUNTRY
GAP
ISLAND
OCEAN
PLATEAU
RIVER
NORTH POLE
EQUATOR
NORTH
WEST

MAP SKILLS VOCABULARY WORDSEARCH ANSWER Beginning

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. . . . . . . . . . O C E A N . . . . . . . . . . P L A T E A U . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. C . . P . . . . . . . . . . . . . . . . . . . . . . G U L F . . . W .
. A . . L . . . . . . . . . . . . . . . . . . . . . . . . . . . . . E .
. P . . A . . L A K E . . . . . . . . . . . . . . . . . . . . . . . S .
. I . . I . . . . . . . . . . . K . . . . . . . . . . . C . . . . . T .
. T . . N . . . . . . . S . . . E . . . . . . . . . P . O . . . . . . .
. A . . S . . . . . . . O . . . Y . . . . . . . . . O . U . . . . . . .
. L . . . . . . C . . . U . . . . . . . . . . . . . L . N . . . . . . .
. . . . . . . . O . . . T . . . . . . . . . . . . . E . T . . . . . . .
. . . . . . . . U . . . H . . . . . . . . . . . . R . . Y . . . . . . .
. . . S . . . . N . . . P . . . . . . . . . . . . I . . . . . . . . . .
. . . O . . . . T . . . O . . . . . . . . . . . . V . . . . . . . . . .
. . . U . . . . R . . . L . . . . . . . . . . . . E . . . . . . . . G .
. . . T . . . . Y . . . E . . P E N I N S U L A . R . . . . . . . . L .
. . . H . . . . . . . . . . . . . . . . E A S T . . . . . . . . C . O .
. . . . . . . . . . . . . . . . . . . . . . . . L . . . . . . . A . B .
. . . N . . . . . . . . . . . . . . L . . . . . O . . . . . . . P . E .
G . . O . . . . . . . . . . . . . . A . . . . . N . . . . . . . E . . .
A . . R . . . . . . . . . . F . . . T . . . . . G . . . . . . . . . . .
P . . T . . . . . . . . . . A . . . I . . . . . I . . . . . . . . . . .
. . . H . . . . . . C . . . L . . . T . . . . . T . . . . . . . . . . .
. . . P H A R B O R A . . . L . . . U . . . . . U . . . . B O R D E R B
. . . O . . P O R T N . . . L . . . D . . . . . D . . . . . . . . . . A
. . . L . . . . . . Y . . . I . . . E . . . . . E . . . . . A T L A S Y
. . . E . . . . . . O . . . N . . . . . . . . . . . . . . . . . . S . .
. . . . . . . . . . N . . . E . . . . . . . . . . . . . . . . . . T . .
. . . . . . M O U N T A I N R A N G E . . . . . . . . . . . . . . A . .
. . . . . . . . . . . . . . . . . . . . . . C O N T I N E N T . . T . .
. . . . . . . . . . . . . . . . . . . . . I . . . . . . . . . . . E . .
. . E Q U A T O R . . . . . . . . . . . . S . N O R T H . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . L . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . A . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . N . . . . . . . . . . . . . .
. . . . . . C O A S T L I N E . . . . . . D . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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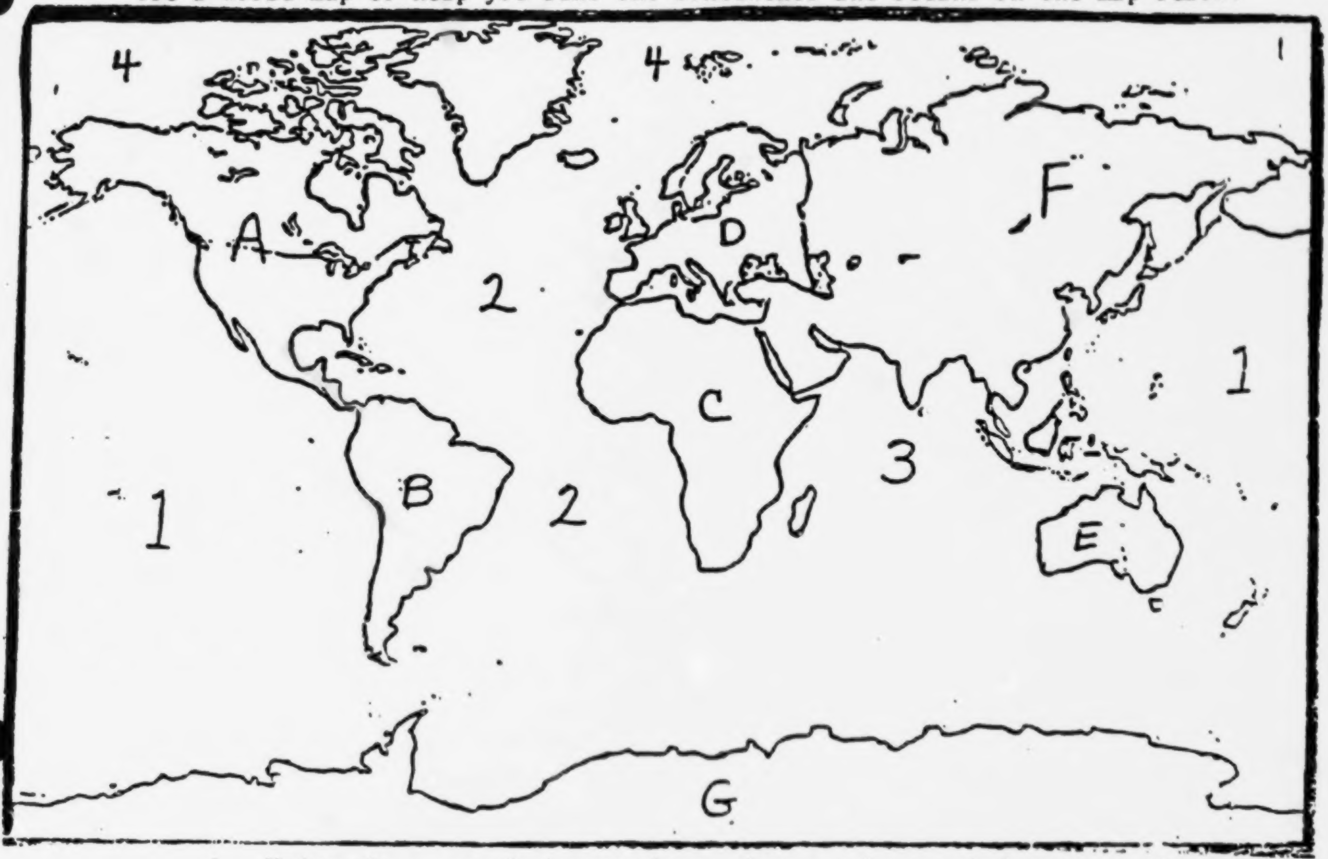
NAME ______________________________ DATE ____________________

FINDING CONTINENTS AND OCEANS

Use a world map to help you find the continents and oceans on the map below.



A. Write the name of the continent that matches each letter on the map.

A. ____________________ D. ____________________

B. ____________________ E. ____________________

C. ____________________ F. ____________________

G. ____________________

B. Write the name of the ocean which matches each number on the map.

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

Follow the coloring directions.

Blue	All water	Green	Europe	Black	Antarctica
Red	Africa	Orange	Australia		
Yellow	North America	Purple	South America		

NAME Key Intermediate DATE ____________

FINDING CONTINENTS AND OCEANS

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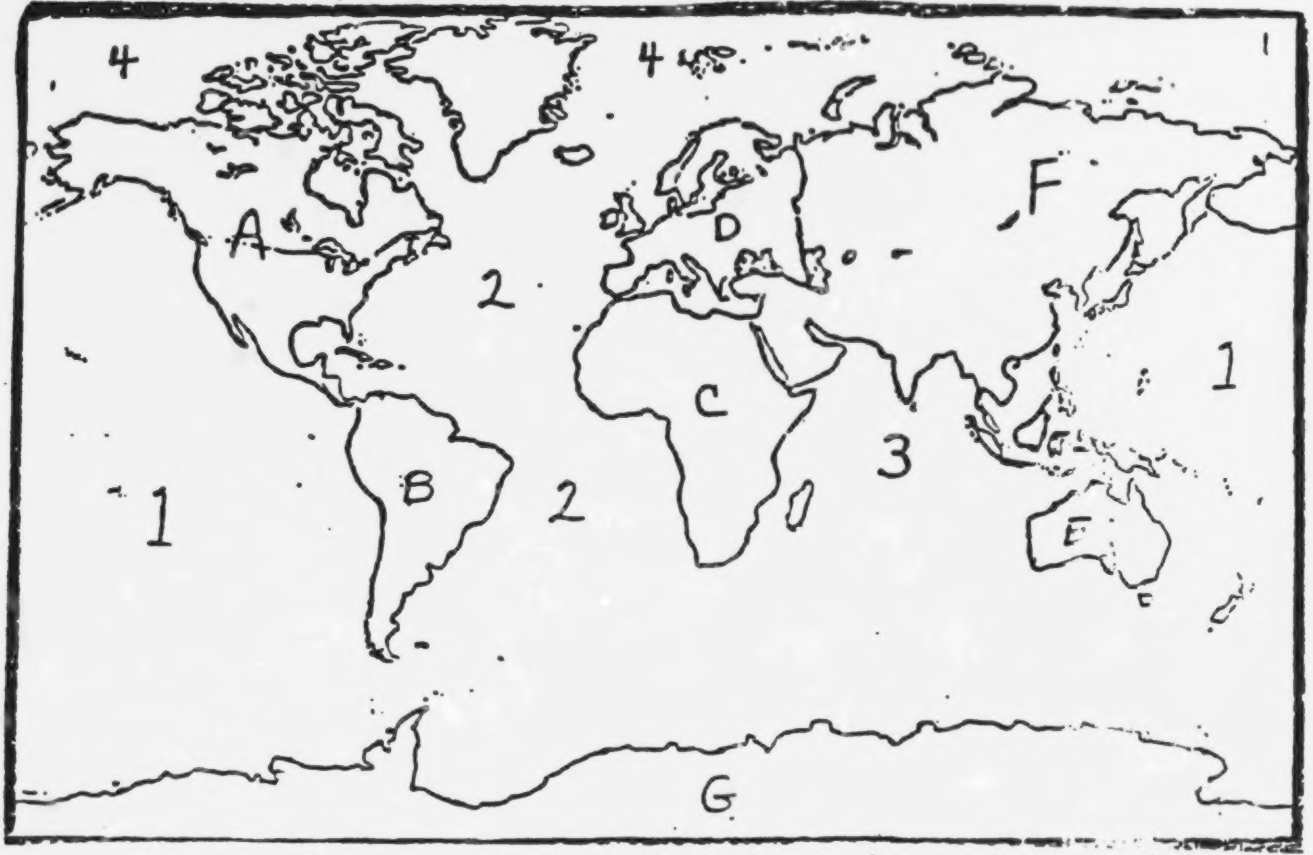


A. Write the name of the continent that matches each letter on the map.

A. North America

B. South America

C. Africa

D. Europe

E. Australia

F. Asia

G. Antarctica

B. Write the name of the ocean which matches each number on the map.

1. Pacific Ocean

2. Atlantic Ocean

3. Indian Ocean

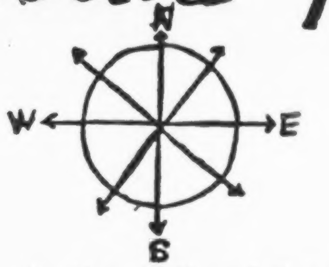
4. Arctic Ocean

Follow the coloring directions.

Blue	All water	Green	Europe	Black	Antarctica
Red	Africa	Orange	Australia		
Yellow	North America	Purple	South America		

Part 1 Name ________ Date ________

Where Would YOU Be?



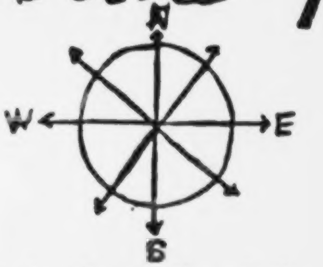
Pretend you are standing in the middle of the continent named below. Give the first continent you would reach if you moved in the given direction.

YOU ARE IN....

1. Africa and go south________
2. Antarctica and go southeast________
3. Australia and go Northwest________
4. Africa and go southeast________
5. North America and go south________
6. Australia and go northwest________
7. Africa and go north________
8. Asia and go southeast________
9. Africa and go northwest________
10. Australia and go southwest________
11. Europe and go east________
12. Asia and go west________
13. South America and go northeast________
14. North America and go southeast________
15. Antarctica and go northwest________
16. Asia and go southwest________
17. Europe and go west________
18. Africa and go northeast________

Part 1 Name ______ Date ______

Where Would You Be?



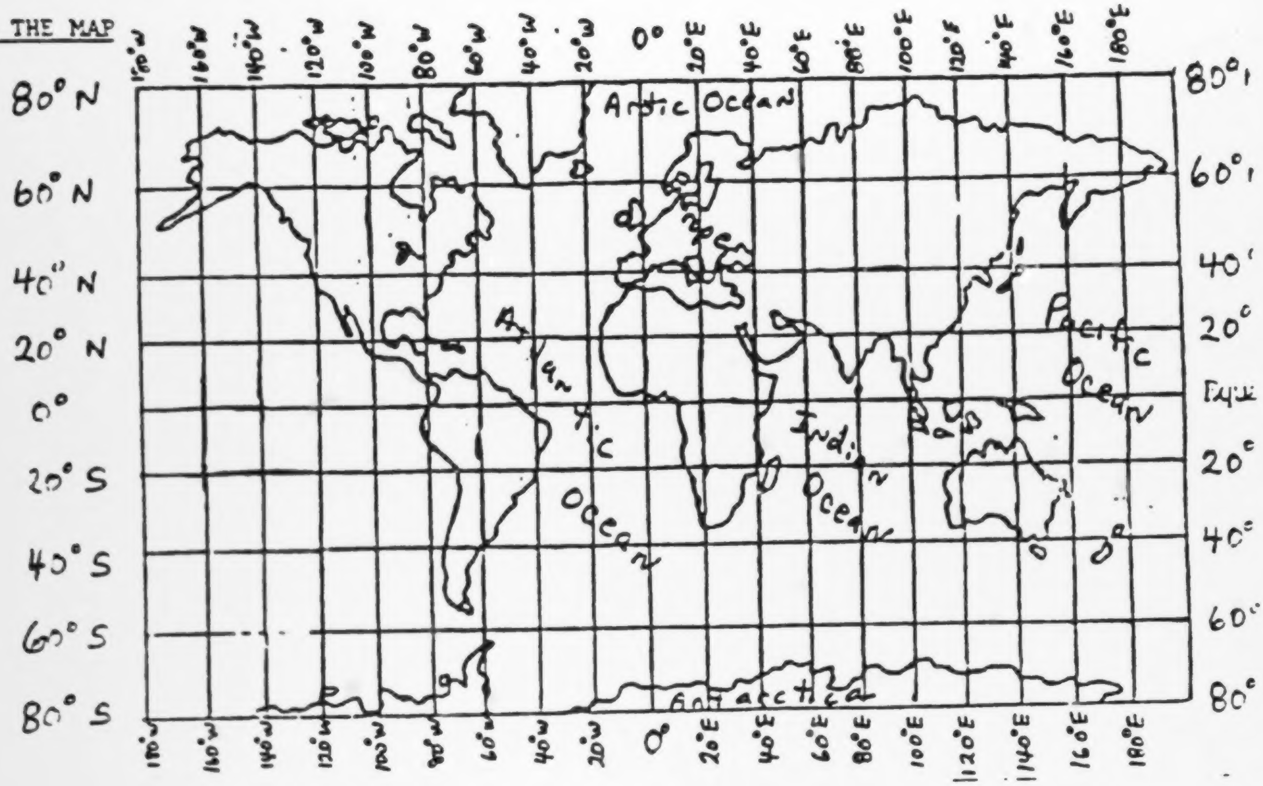
Pretend you are standing in the middle of the continent named below. Give the first continent you would reach if you moved in the given direction.

YOU ARE IN....

1. Africa and go south Antarctica
2. Antarctica and go northeast Australia
3. Australia and go northwest Asia
4. Africa and go southeast Australia
5. North America and go south South America
6. Australia and go northwest Africa
7. Africa and go north Europe
8. Asia and go southeast Australia
9. Africa and go northwest North America
10. Australia and go southwest Australia
11. Europe and go east Asia
12. Asia and go west Europe
13. South America and go northeast Africa
14. North America and go southeast Africa
15. Antarctica and go northwest South America
16. Asia and go southwest Africa
17. Europe and go west North America
18. Africa and go northeast Asia

____
Name

USING THE MAP


180°W
160°W
140°W
120°W
100°W
80°W
60°W
40°W
20°W
0°
20°E
40°E
60°E
80°E
100°E
120°E
140°E
160°E
180°E
80° N
60° N
40° N
20° N
0°
20° S
40° S
60° S
80° S
Artic Ocean
Europe
Atlantic Ocean
Indian Ocean
Pacific Ocean
Antarctica

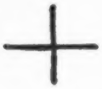
FINDING CONTINENTS USING THE MAP:

1. Write the letter "A" in the middle of Africa.
2. Write the letter "B" in the middle of North America.
3. Write the letter "C" in the middle Asia.

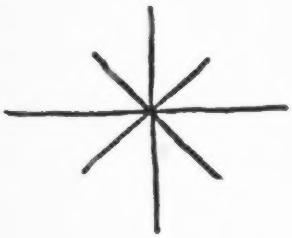
USING LATITUDE AND LONGITUDE:

4. Write the letter "D" on 60°N, 160°W.
5. Write the letter "E" on 20°S, 140°E.

DIRECTIONS: For 6, 7, 8, 9, Place N S E and W in the correct places.



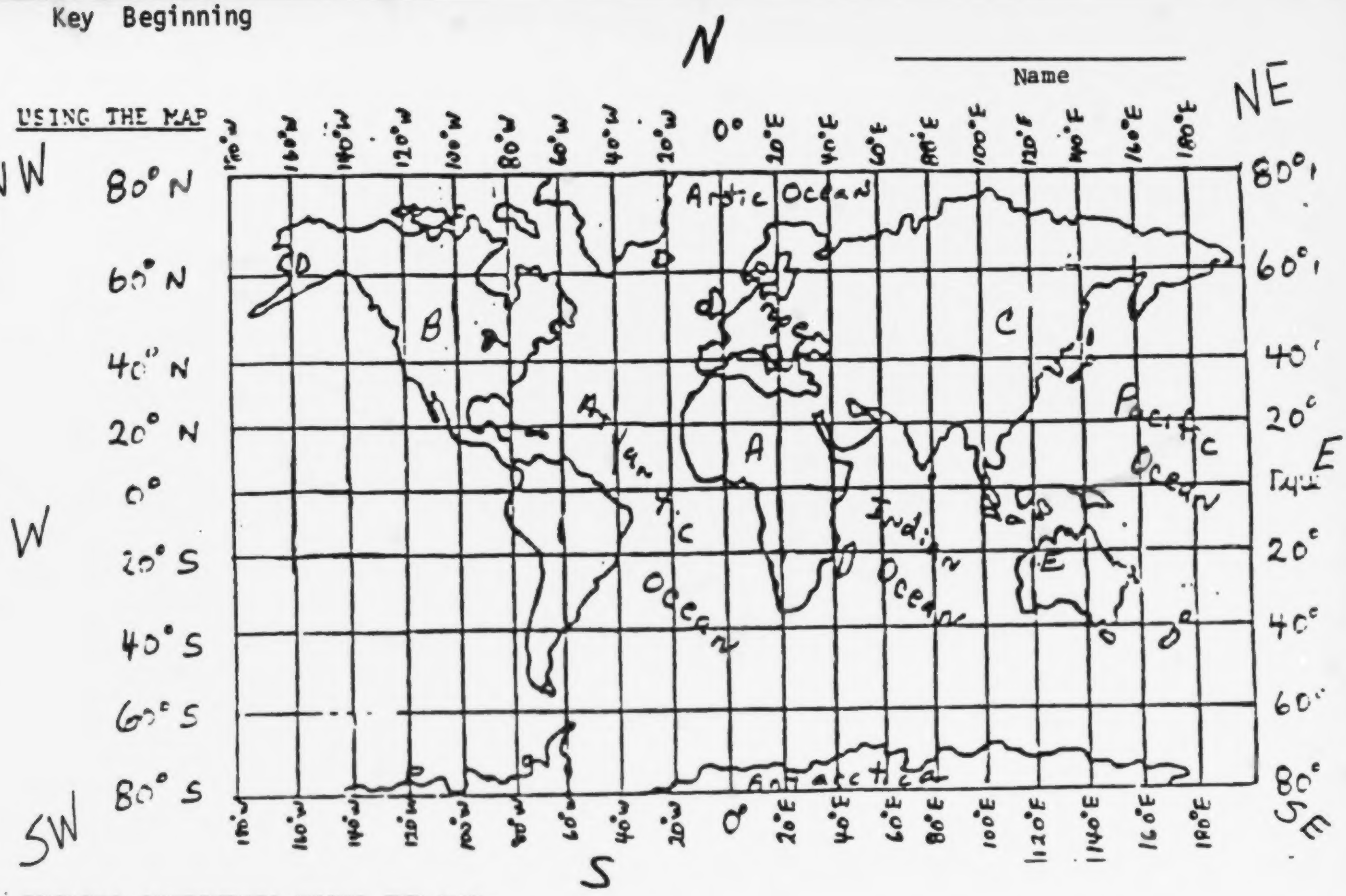
DIRECTIONS: For 10, 11, 12, 13, Put NE SE NW SW in the correct places.



Key Beginning

Name

USING THE MAP


N
NE
NW
W
E
SW
SE
S
80° N
60° N
40° N
20° N
0°
20° S
40° S
60° S
80° S
80°
60°
40°
20°
Equ
20°
40°
60°
80°
180°W
160°W
140°W
120°W
100°W
80°W
60°W
40°W
20°W
0°
20°E
40°E
60°E
80°E
100°E
120°E
140°E
160°E
180°E
Artic Ocean
Europe
D
B
C
A
Atlantic Ocean
A
Indian Ocean
Pacific Ocean
C
E
Antarctica

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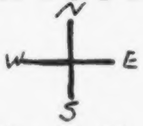
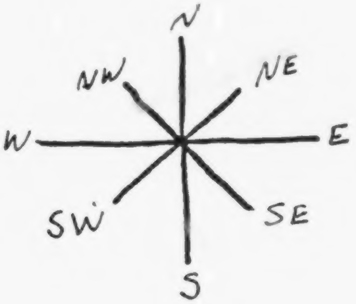


DIRECTIONS: For 10, 11, 12, 13, Put NE SE NW SW in the correct places.


N
NW
NE
W
E
SW
SE
S

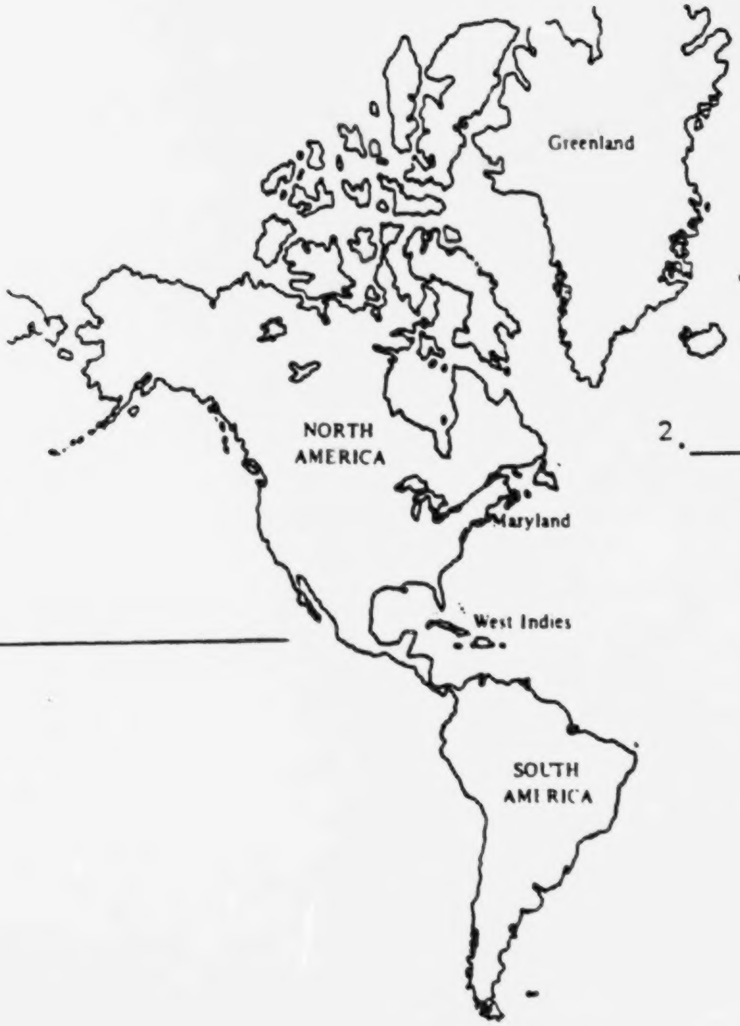
GEOGRAPHY OF
THE UNITED STATES

OCEANS

The United States is a large country. On the east coast of the United States is the Atlantic Ocean. Maryland is on the east coast of the United States. Part of Maryland is on the Atlantic Coast.

On the west coast of the United States there is another ocean. This is the Pacific Ocean. This is a very large ocean.

Label the two oceans.


Greenland
NORTH AMERICA
Maryland
West Indies
SOUTH AMERICA

2. ____________________

1. ____________________

LAKES, RIVERS, GULFS, AND BAYS

In the North there are five lakes called the Great Lakes. The names of these lakes are Lake Huron, Ontario, Michigan, Erie and Superior. If you take the first letter from each lake's name you spell HOMES. You can remember the Great Lakes this way.

The largest river in the United States is the Mississippi River. The Mississippi River is in the center of the United States. Many of the rivers in the center of the United States flow into the Mississippi. The Indians called the Mississippi River the "Great Father of Waters." The Potomac River is on the east coast of the United States. The borders of Maryland are made up of the Atlantic Ocean and the Potomac River.

On the southern border of the United States is another big body of water. This is the Gulf of Mexico. The Gulf of Mexico and the Rio Grande River forms the southern border of the United States.

On the eastern part of the United States there is a great bay called the Chesapeake Bay. The Chesapeake Bay is in Maryland. A bay is a body of water that has land on three sides of it.

LAKES, RIVERS, GULFS AND BAYS

Fill in the missing word. Use the word list at the bottom of the page.

In the North there are _______ lakes called the _______ Lakes. The names of these _______ are Lake Huron, Ontario, _________, Erie and Superior. If _______ take the first letter from ________ lake's name you will spell _________. You can remember the Great ________ in this way.

The largest ________ in the United States ______ the Mississippi River. The Mississippi River _____ in the center of the ____________ States. Many of the rivers _____ the center of the United States ____ into the Mississippi. The Indians called the __________________ River the "Great Father Of Waters." The ____________ River is on the east coast of the ____________ States. The borders of Maryland ____________ made up of the Atlantic __________, and the Potomac River.

On the southern border of the _________ States is another big __________ of water. This is the ______ of Mexico. The Gulf of _____ and the Rio Grande __________ form the southern border of the _________ States.

On the eastern part of the ___________ States there is a ________ bay called the Chesapeake ________. The Chesapeake Bay is in ________. A bay is a _______ of water that has land on __________ sides of it.

WORD LIST:

great, Bay, Maryland, body, three, five, Great, Michigan,
you, is, River, lakes, each, HOMES, United, United, river, Mexico,
Lakes, is, United, in, flow, Mississippi, Potomac, United,
are, Ocean, United, body, Gulf.

Key

LAKES, RIVERS, GULFS AND BAYS

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On the eastern part of the United States there is a great bay called the Chesapeake Bay. The Chesapeake Bay is in Maryland. A bay is a body of water that has land on three sides of it.

WORD LIST:

great, Bay, Maryland, body, three, five, Great, Michigan,
you, is, River, lakes, each, HOMES, United, United, river, Mexico,
Lakes, is, United, in, flow, Mississippi, Potomac, United,
are, Ocean, United, body, Gulf.

U.S. BODIES OF WATER WORDSEARCH

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S A Y C Y A G O I P C K J H C A W P O P G G Q C U Z J Z E C S N W F D Z
H T X Q V C S Y Z Q Z W P Q L C L I G L V R S V L H A L H Q J N S O N G
K Q W Y J C G N H U L U V J U C N S B T T E A M L W X G A J Q C L P I X
E S J B C V H V L T A G O U T R T I B B O A N J K W X K A L B Z E P I P
D O R R H M P U R B K E P W O J W E N T G T F U I H S X M I D E H F V Y
E W K H E Y N S D W E K D X A T B F R U E S R C Y W D E Y K C V A Z W G
N F K F S F G P J C S O J C D J O F G K J A A S J W Z H D L H O D F P I
C C Q X A C G N X L U H A Y L R U B U D B L N Y Q H D U X A U K M L N Z
S K H P P Q S T H N P A F B T C S H L Z V T C K F I B O L F R W P W L O
F G W B E W N U X V E N H P S U T N F Q B L I Y L X S V P K R H L V X J
E K W G A B W Z T U R P J U W E Y U O G E A S Q V Z Q H A V X W A Z V X
R R K U K W U A I F I X P H A N T T F D R K C U J G Z B C S Q S N R J V
B W C L E C I W D O O D C X D P Q B A I I E O V B Y H O I H Y Q Q V B S
U C V F B O H M C G R M F H U R P Z L Z N Q B L Q O B G F M E W E B D X
A Z N O A N N P T S X R O C L Q R Q A G G D A E T H R I I Y Q M A D H R
Y C K F Y E C P R R M W G U W U A K S H S Q Y L D Z W J C O R G S U H H
M P R A L I U A V S A X J Z T P D P K D T R I P A H V K O C G X D J W V
K X K L L M L R Z H F E Q V N T V E A B R I L G J U R U C L S U U K B S
W C X A A M A C V T P S R Q V X K P Y F A H A L W L E B E V C X J C G Y
X P K S I M K T X W Q V N O R V O D A M I E Y C R K W O A E P A K Y R L
R Y X K X R E I I L J Q Y P V F S S K C T P W W A T B C N W Z L L S U F
F D X A G D O C F A L K C K K M A G Q D B G D V O O O S F E G K S C L F
I O A M N D N O M K A T E K K U X U D N C Q P N N F S D F K U X X E A X
P K B W I F T C C E N X E K L C L L T E H J M I L K U B O O G D C M K O
B K Z A I K A E U M B G X B Y U A I P G V T Z J N F R T I N N M M O E Z
G X F Q W W R A T I X Z X C O Z K X N K Z E I X P X J U A E A L R Z H H
W H L H V E I N C C W Q C Q R Y E G H M Q K J A C W Z K G Y Y A W D U H
K H L L R F O C Q H Y K V Z O H E L V C O S P D I C N L D Z U Q A J R Y
S N L X P F Q M Q I J A T R E Y R B P D G U L F O F M E X I C O T V O S
J M C O V B E A Y G I D A F H E I B E R I N G S E A P B D S A V S J N R
U G F W T Z L J B A N Y N S H Z E H O V M Y I U M J F R N I E Y K F S J
X F B H X E L P F N U T Y A O B F C R C D E L A W A R E B A Y Z A V Z J
E G A O K L L E N F R D O N D S I N A T L A N T I C O C E A N P F F P C
Z G Y A P S J R M I J D S V G S W O K L B M X E E Q G I O F S Z O I A R
W G M D Z K U B Q Q M F G Q W T L N L B K V H M K B W C U I V N P H Q A
Q N V J M O M D V X F O Y R W K M J V V L G I P V X B L V Y D Q W A X U
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WORDS

Lake Superior
Lake Erie
Bering Strait
Arctic Ocean
Great Salt Lake
Bering Sea

Lake Michigan
Lake Ontario
Atlantic Ocean
Delaware Bay
San Francisco Bay
Gulf of Alaska

Lake Huron
Gulf of Alaska
Pacific Ocean
Chesapeake Bay
Gulf of Mexico

U.S. BODIES OF WATER WORDSEARCH ANSWER KEY

Beginning

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. . . . . . . . . . . . . . . . . . . . . G . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . R S . . . . . . . . . . . . .
. . . . . . . . . . L . . . . . . . . . . E A . . . . . . . . . . . . .
. . . . C . . . . . A . . . . . . . . . . A N . . . . . . . . . . . . .
. . . . H . . . . . K . . . . . . . . . . T F . . . . . . . . . . . . .
. . . . E . . . . . E . . . . . . . . . . S R . . . . . . . . . . . . .
. . . . S . . . . . S . . . . . . . G . . A A . . . . . . . . . . . . .
. . . . A . . . . . U . . . . . . . U . . L N . . . . . . . . . . . . .
. . . . P . . . . . P . . . . . . . L . . T C . . . . . . . . . . . . .
. . . . E . . . . . E . . . . . . . F . B L I . . . . . P . . . . . . .
. . . G A . . . . . R . . . . . . . O . E A S . . . . . A . . . . . . .
. . . U K . . . . . I . . . . . . . F . R K C . . . . . C . . . . . . .
. . . L E . . . . . O . . . . . . . A . I E O . . . . . I . . . . . . .
. . . F B . . . . . R . . . . . . . L . N . B . . . . . F . . . . . . .
. . . O A . . . . . . . . . . . . . A . G . A . . . . . I . . . . . . .
. . . F Y . . . . . . . . . . . . . S . S . Y . . . . . C . . . . . . .
. . . A . . . A . . . . . . . . . . K . T . . . . . . . O . . . . . . .
. . . L . . L R . . . . . . . . . . A . R . . . . . . . C . . . . . . .
. . . A . . A C . . . . . . . . . . . . A . . . . . . . E . . . . . . .
. . . S . . K T . . . . . . . . . . . . I . . . . . . . A . . . . . . .
. . . K . . E I . L . . . . . . . . . . T . . . . . . . N . . . . . . .
. . . A . . O C . A . . . . . . . . . . . . . . . . . . . . . . . . L .
. . . . . . N O . K . . . . . . . . . . . . . . . . . . . . . . . . A .
. . . . . . T C . E . . . . . . L . . . . . . . . . . . . . . . . . K .
. . . . . . A E . M . . . . . . A . . . . . . . . . . . . . . . . . E .
. . . . . . R A . I . . . . . . K . . . . . . . . . . . . . . . . . H .
. . . . . . I N . C . . . . . . E . . . . . . . . . . . . . . . . . U .
. . . . . . O . . H . . . . . . E . . . . . . . . . . . . . . . . . R .
. . . . . . . . . I . . . . . . R . . . G U L F O F M E X I C O . . O .
. . . . . . . . . G . . . . . . I B E R I N G S E A . . . . . . . . N .
. . . . . . . . . A . . . . . . E . . . . . . . . . . . . . . . . . . .
. . . . . . . . . N . . . . . . . . . . D E L A W A R E B A Y . . . . .
. . . . . . . . . . . . . . . . . . A T L A N T I C O C E A N . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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MAJOR U.S. RIVERS WORDSEARCH

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K H N B A Y U N I K P O H T U T F K L T R X U D J C I W D X W A D X O U
G C Y Y J O V A W P B L X E U R E J C C K T I Y C V R N J S P L L D T J
P O V D P E R E Z W Y K Y N B I Z S E Z W Y F V N A Q B K P L P M R X B
Y S R L G Z U L W W P X N N W Y O F J F E V K G F T V Z J P J N M B L W
C P P P N O M S H K E T M E E K Z F I W S O O T U K Q A T B W N Q Y U E
U O A J A J A W S H M X G S C L G T O H M Q T Q M D D U F J J R N B B H
P A A A L N Z D R S A E L S Z X D T C G J X Q M J J C L V B R E X F T I
H Z K K U H M O E Q F K D E X G C Y X P Q U H Y F D Q J B C C D M I B O
L K I B K G R Z L W G K G E V E F Y K L E Y B M K U N S W L V Y I T G C
D C M X B L M W K F A W Z C Z C W L E A S Z I I E F T M B M P F P O S U
O I M F U M I H U D S O N V W Y C G D T N L Q Q B M X L L C Q C T A B X
M U X M M L S T Q D M H C H X B D L D T T J S K C S W X Y V J R I A J P
V H K T U U H X I W P D H N A A M O D E P G C B M K E C I G I W C D R P
H B A Z F U F N N B G F W Z R D Q W Y F J T U T S N Y W T F G X D B G W
V S A V A N N A H N T K K G H W D K C K A Y E X Q E X A B R T M O X P V
W M L X Y S L G U C O L O R A D O J I W T L O W S T L A W R E N C E L J
R N Z L S W A A E D R O A N B S U F R R I C J L B R C Y V W Y Y X L C H
W R B Q K Y U R T X Q N T W K I J J N E J N G H M D D Z T V V C J Y C K
U P C Z X Q A K Y B Y J M N E F T N Q S A U X T X D G A X X X Q Z I N B
P K X J J M M A W X J C O L U M B I A K U Y L L Y B G X Z T B N M Y V I
P E G Y O E T N R B N U C B C F Q D B Q X R S D M X T T P Y J N Y I P J
N M Y U Y V S S P D T T Z B C Z T F Y A K W W O I V X J B J Q C G F S B
D I O G H U B A T E L D S I R Q F Z J I W G V M T Z M Y G Q G D L S R L
I S E E J N Z S S Z F R Y L B S L B V K X F V J E U O C J V J G F A F U
W S T U A D Q U T U G G Q D K Z V W M I L O O M F O I G C O N P N O M C
G I R A Z C W A W T T E Y H S C Z J E B T O C B H T X B D S W Y S O I N
R S O R W L D V J L V X S R I R G R Q S K V I W D T T K G X V S N V S S
I S D M T F K S O B B X R C P D D T M Y L Z M C S W A L C Q M L A Z S A
Z I F E A O P J P B O H I O G N U G I H U P O T O M A C Z H L C K O O K
B P V R L W L D K L B S I K Z H O C P G G V T T F Q H G Q M B V E Z U V
A P I N Q T C S H R E D V X X O R A M P Y R Q A G C B A J U U E J I R Z
V I R N P K H W Y P T B V W Q T F F K G U E K C V E U Q Y P J T T J I B
Z E I D Q W P I V F B P O B E K Q X P U K T I M E V Y Q Z Z U E B F S I
X U O K M K F C T C U B P B A T S X Q P O E R W Y A I F I S Q L J R I L
X U L O P K K I W A C O W O H F W Q B O N W V K B V Y A T T Z I R F Z N
J K G N Y D T H T R I O G R A N D E P U X J O V F T E S C X F B W S I Y
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WORDS

MISSISSIPPI
ST.-LAWRENCE
RED
COLORADO
MISSOURI
SAVANNAH
YUKON
OHIO
COLUMBIA
ARKANSAS
PLATTE
HUDSON
POTOMAC
RIO GRANDE
SNAKE
TENNESSEE

MAJOR U.S. RIVERS WORDSEARCH ANSWER KEY

Beginning

```
. . . . . . . . . . . . . T . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . E . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . N . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . N . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . E . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . S . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . S . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . E . . . . . P . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . E . . . . . L . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . A . . . . . . . . . . . . . . . .
. . . . . . . H U D S O N . . . . . . T . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . T . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . E . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. S A V A N N A H . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . C O L O R A D O . . . . . . . S T L A W R E N C E . .
. . . . . . . A . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . R . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . K . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . A . . . C O L U M B I A . . . . . . . . . . . . . . . . .
. . . . . . . N . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. M . . . . . S . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. I . . . . . A . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. S . . . . . S . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. S . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . M .
. I . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . S . I .
. S . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . N . S .
. S . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A . S .
. I . . . . . . . . O H I O . . . . . . . P O T O M A C . . . . K . O .
. P . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . E . U .
. P . . . . . . . R E D . . . . . . . . Y . . . . . . . . . . . . . R .
. I . . . . . . . . . . . . . . . . . . U . . . . . . . . . . . . . I .
. . . . . . . . . . . . . . . . . . . . K . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . O . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . N . . . . . . . . . . . . . . .
. . . . . . . . . R I O G R A N D E . . . . . . . . . . . . . . . . . .
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U.S. BODIES OF WATER WORDSEARCH

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Z C U J R C O H Z B E R I N G S T R A I T U M A X G Z F T A R E Z K N D
E I B F V J T S H L O Y Z P J B J Y Q O A Y A B E K A E P A S E H C K T
T K N O Q U N W Q Y A T E P P O R A R C T I C O C E A N Y X V K D T I R
A V T B N C Y Z H B D T B U L Y D U J N Z V U H T G B T O T G L Z L S Y
T T N O O V N O E M R Z M N Q A P S Z B P G K L M C D I F U B A Q M S X
L O A P H W V R Q J B B I L X N V H P F K P N A A Y H E O J N K S V H R
A L A O G F A A V C T K K Z K C G C T X T V K N I O S C Y E J E O H W Z
N R U A J W Y U D Y B T R A C N K M N O W J W R U A E N J L J M H T X K
T Q W G A Y H F Z B C V G Z X K O L L D D U I M W R N W L Y O I W K Z K
I O X L P S I F K A S T R I F D S Z W I S Z M O C H H C N D B C N C O Z
C G E I Y Q P R V Y S F E I S G J B B O N K N O A T E K J N Q H H P X L
O D I F E B X P X I G L A L N K U L H O O O M X I V R J G Y Y I M I Q B
C D P B L K P G F M V V T J I W F Y C H F F H B M R T P Z I L G J J X C
E Z J Z T L B P D S D P S S C Y S X E J E U S D T X A I Q W G A C S J C
A Z I R M G F Z R W D N A E C O C I F I C A P W B W G T T R K N C O Z H
N I X A L C W C Q O I O L R K B H R T J P V Y A P F J F N J H C D W H R
S L E K V Q G P G M N J T Q I M M P E O T K J P G P E N V O Q U W Z E U
O N V W F C G W C B X V L S L T Q I M Z H B M O O R U U C S E C B A K Y
F O J Y G C P J D J S R A I G A R O E M Z W J M V T H H U M T K K C Y P
B W C T B X Y Y Z G Y S K T J B B F L J O Q Y X Z U X C T P O B A M G N
M K I I H O Y S S J T V E P A R S V V B E R I N G S E A H H Z E W L F A
A Q F S X Z P A N N Z V B V E H Q P E X S Y A B O C S I C N A R F N A S
B K S X D E D X E R T J U M P M T J X P R G J R S B V S Z I I T O N V E
E R H E L C M P J B B Q A I J H R K B Q M B A N L K F D M L V C S Z G L
Q T O L T X D F H S W Z P O A D E N Q J M Z S U J S C T T R E X U A U V
R W B B F W N U O Y A D V Y I S Q P S J E T C U V T B L F I C V R T L S
T B T Z M F U L B F G U L F O F A L A S K A L A K E H U R O N N C L F E
S D A A R E L K E M L K O M P M T L P L O A G X P N T E T P I Q C R O N
U G R P C P L Q K S Z U I A N Z N Y G B S I Z R W L E E E B I I B U F G
D E N N W E A N L J H N G W W H C W S M Z G I Q G K P V C K M X Y G A E
M C K C W N L Y M E P D O C K O C B L J B V B R A I F B I J O K U U L F
E O G I H H Y B E Q I E S J K F Z R T Q X S Y L V O J E Q M P L A L A Y
C Y N S K P B J H E G B W M Q R Y W X D S L G J N A W N G C X H C J S C
O V Q X B U L D R O I R E P U S E K A L U T M D V J L V M N S L X P K Z
Y R J N J X K B J L P J I E R A P F O J W X W O E O A U P Q P N Q F A G
F J W F T E O B I J Y A M X S Q L T N W I Y X Q V J G Q F J X F W D H J
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WORDS

- Lake Superior
- Lake Erie
- Bering Strait
- Artic Ocean
- Great Salt Lake
- Bering Sea
- Lake Michigan
- Lake Ontario
- Atlantic Ocean
- Delaware Bay
- San Francisco Bay
- Gulf of Alaska
- Lake Huron
- Gulf of Alaska
- Pacific Ocean
- Chesapeake Bay
- Gulf of Mexico

U.S. BODIES OF WATER WORDSEARCH ANSWER KEY Intermediate

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. . . . . . . . . B E R I N G S T R A I T . . . . . . . . . . . . . . .
. . . . . . . . . . . Y . . . . . . . . . Y A B E K A E P A S E H C . .
. . . . . . . . . . A . . . . . . A R C T I C O C E A N . . . . . . . .
A . . . . . . . . B . . . . . . . . . . . . . . . . . . . . . L . . . .
T . . . . . . . E . . . . . . . . . . . . . . . . . . . . . . A . . . .
L . . . . . . R . . . . . . . . . . . . . . . . . . . . . . . K . . . .
A . . . . . A . . . . . . . . . . . . . . . . . . . . . . . . E . . . .
N . . . . W . . . . . . . . . . . . . . . . . . . . . . . . . M . . . .
T . . . A . . . . . . . G . . . . . . . . . . . . . . . . . . I . . . .
I . . L . . . . . . . . R . . . . . . . . . . . . . . . . . . C . . . .
C . E . . . . . . . . . E . . . . . . . . . . O . . . . . . . H . . . .
O D . . . . . . . . . . A . . . . . . . . . . . I . . . . . . I . . . .
C . . . . . . . . . . . T . . . . . . . . . . . . R . . . . . G . . . .
E . . . . . . . . . . . S . . . . . . . . . . . . . A . . . . A . . . .
A . . . . . . . . . . N A E C O C I F I C A P . . . . T . . . N . . . .
N . . . . . . . . . . . L . . . . . . . . . . . . . . . N . . . . . . .
. . . . . . . . . . . . T . . . . . . . . . . . . . . . . O . . . . . .
. . . . . . . . . . . . L . . . . . . . . . . . . . . . . . E . . . . .
. O . . . . . . . . . . A . . . . . . . . . . . . . . . . . . K . . . .
. . C . . . . . . . . . K . . . . . . . . . . . . . . . . . . . A . . .
. . . I . . . . . . . . E . . . . . . B E R I N G S E A . . . . . L . .
. . . . X . . . . . . . . . . . . . . . . Y A B O C S I C N A R F N A S
. . . . . E . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . M . . . . . . . . . . . . . . . . . . . . . . . . . . . G .
. . . . . . . F . . . . . . . . . . . . . . . . . . . . . . E . . . U .
. . . . . . . . O . . . . . . . . . . . . . . . . . . . . I . . . . L .
. . . . . . . . . F G U L F O F A L A S K A L A K E H U R O N . . . F .
. . . . . . . . . . L . . . . . . . . . . . . . . . . E . . . . . . O .
. . . . . . . . . . . U . . . . . . . . . . . . . . E . . . . . . . F .
. . . . . . . . . . . . G . . . . . . . . . . . . K . . . . . . . . A .
. . . . . . . . . . . . . . . . . . . . . . . . A . . . . . . . . . L .
. . . . . . . . . . . . . . . . . . . . . . . L . . . . . . . . . . A .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . S .
. . . . . . . . R O I R E P U S E K A L . . . . . . . . . . . . . . K .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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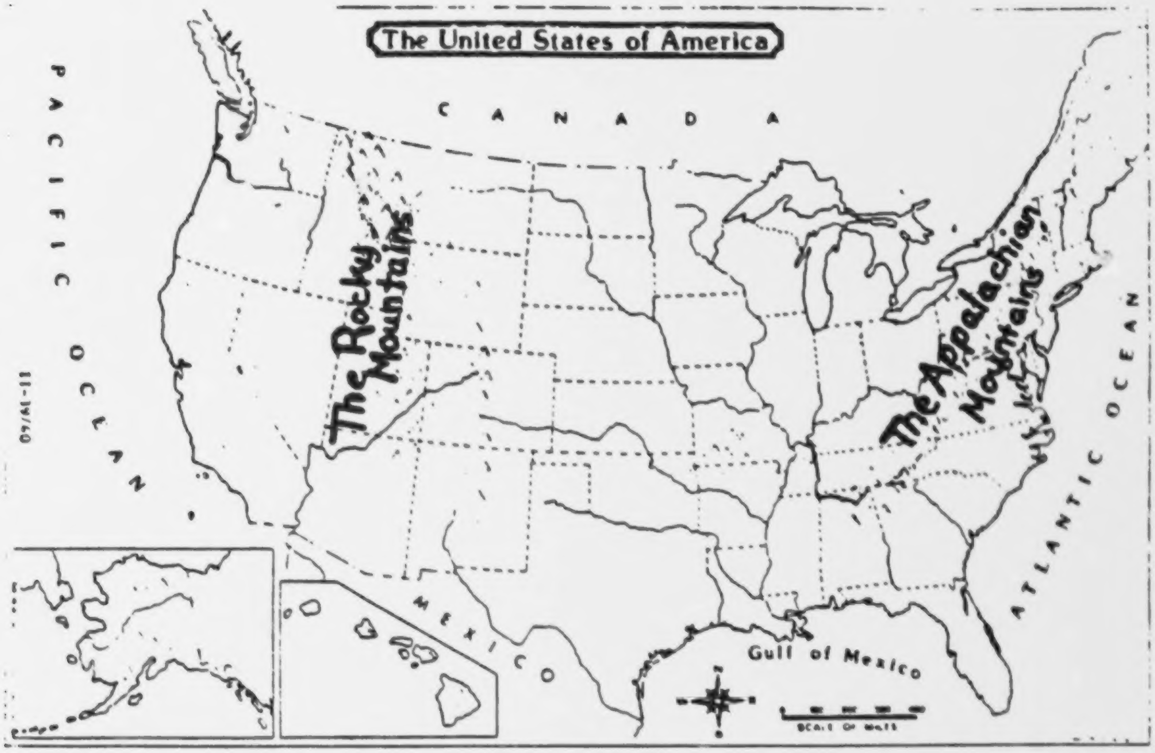
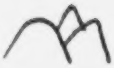
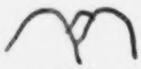
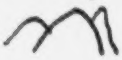
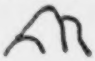
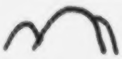
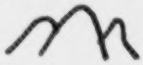
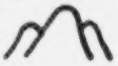
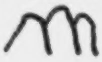
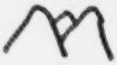
MOUNTAINS OF THE UNITED STATES


The United States of America
CANADA
PACIFIC OCEAN
ATLANTIC OCEAN
MEXICO
Gulf of Mexico
The Rocky Mountains
The Appalachian Mountains
N
SCALE OF MILES
11-19/60

In the eastern part of the United States there is a range of . These  go from north to south. They are called the Appalachian . Some of the Appalachian  are in Maryland.

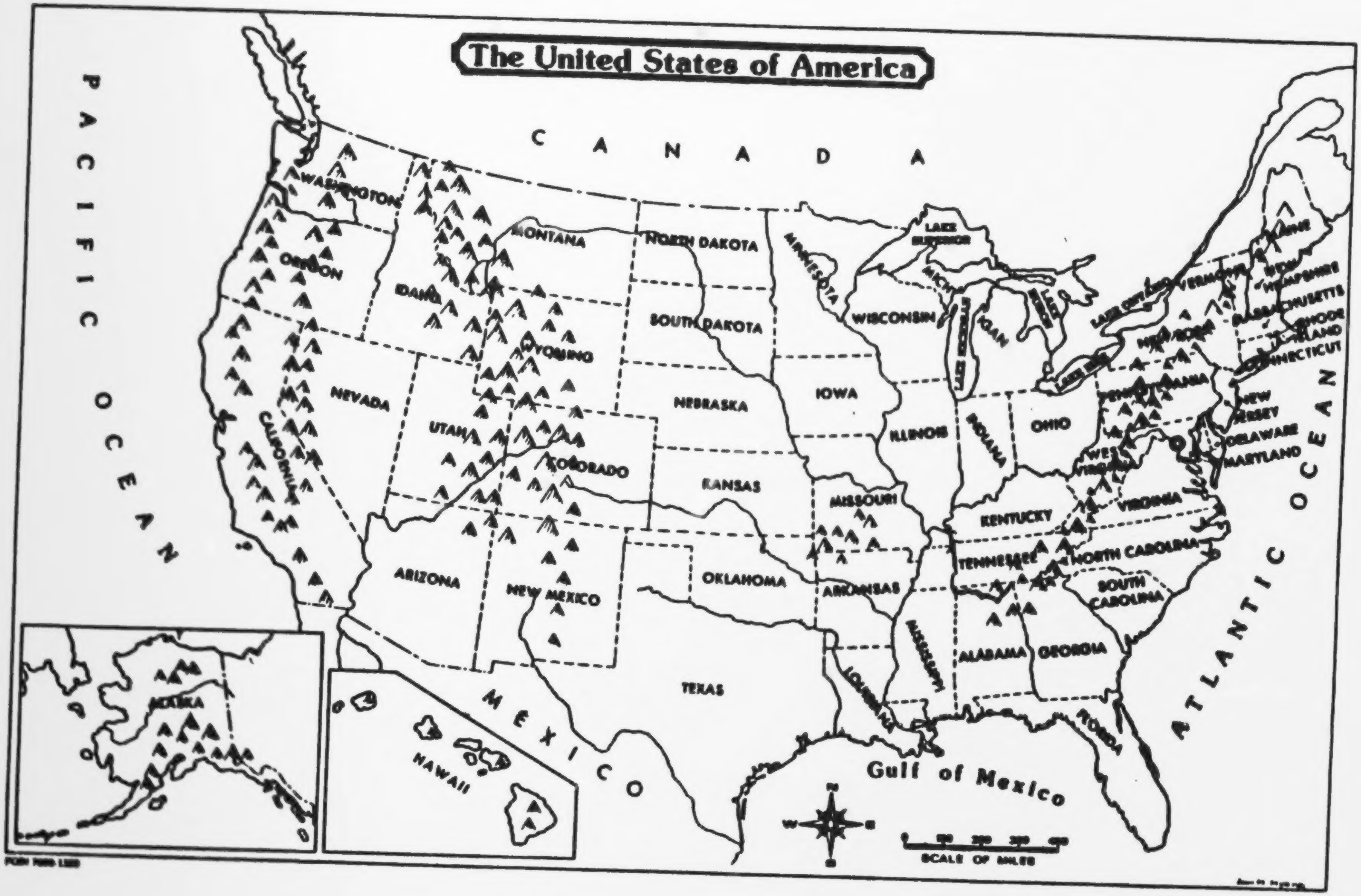
In the western part of the United States there is another range of . They also go from north to south. These  are called the Rocky  s. They are very tall . They are taller than the Appalachian .

ACTIVITY:

Copy the story about the mountains. Write the word mountains in for the picture. Use capital letters when necessary. Example: When the word mountain is part of a name, the word mountain will begin with a capital letter.

mountain m = a small letter
Rocky Mountain M = a capital letter

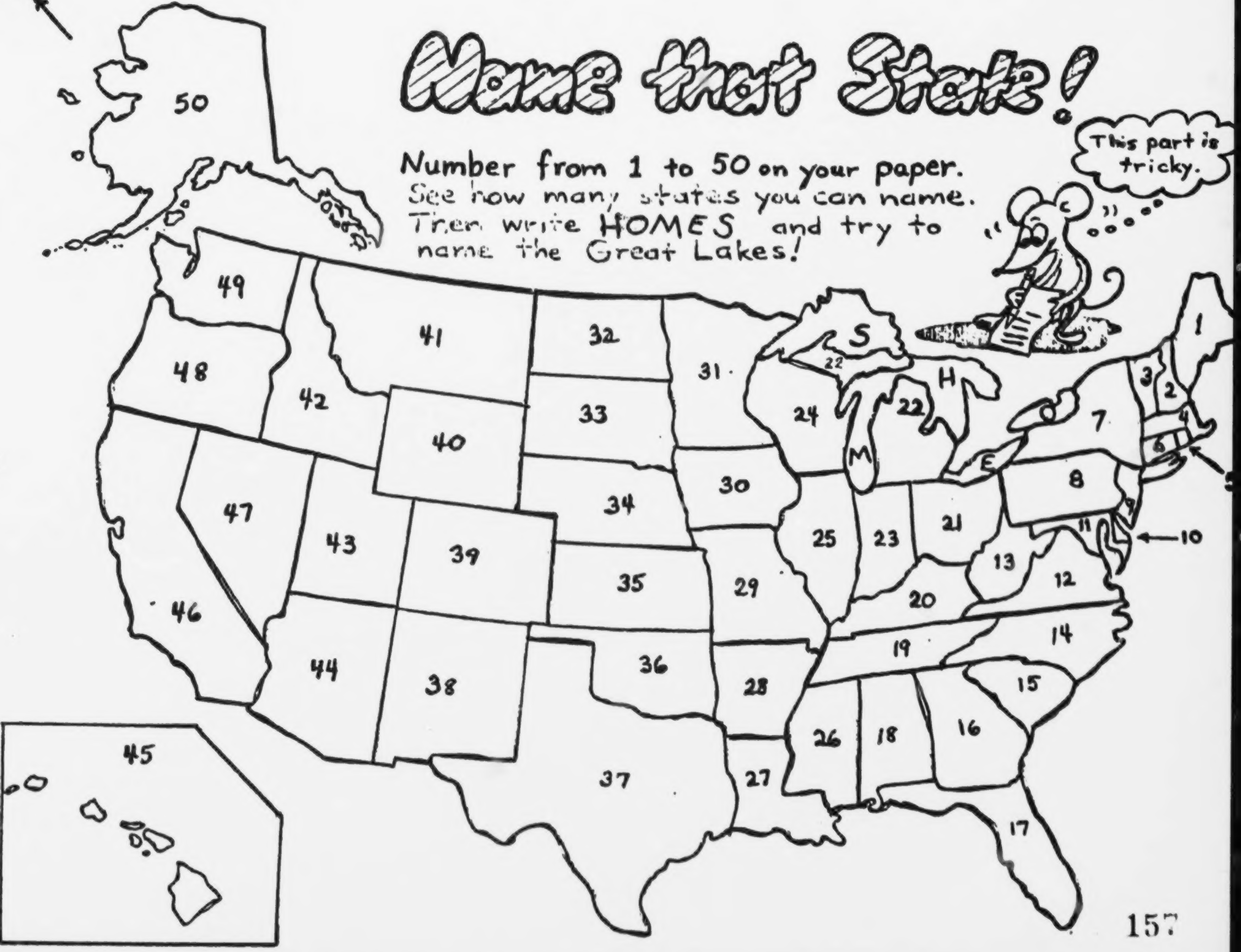
259/260

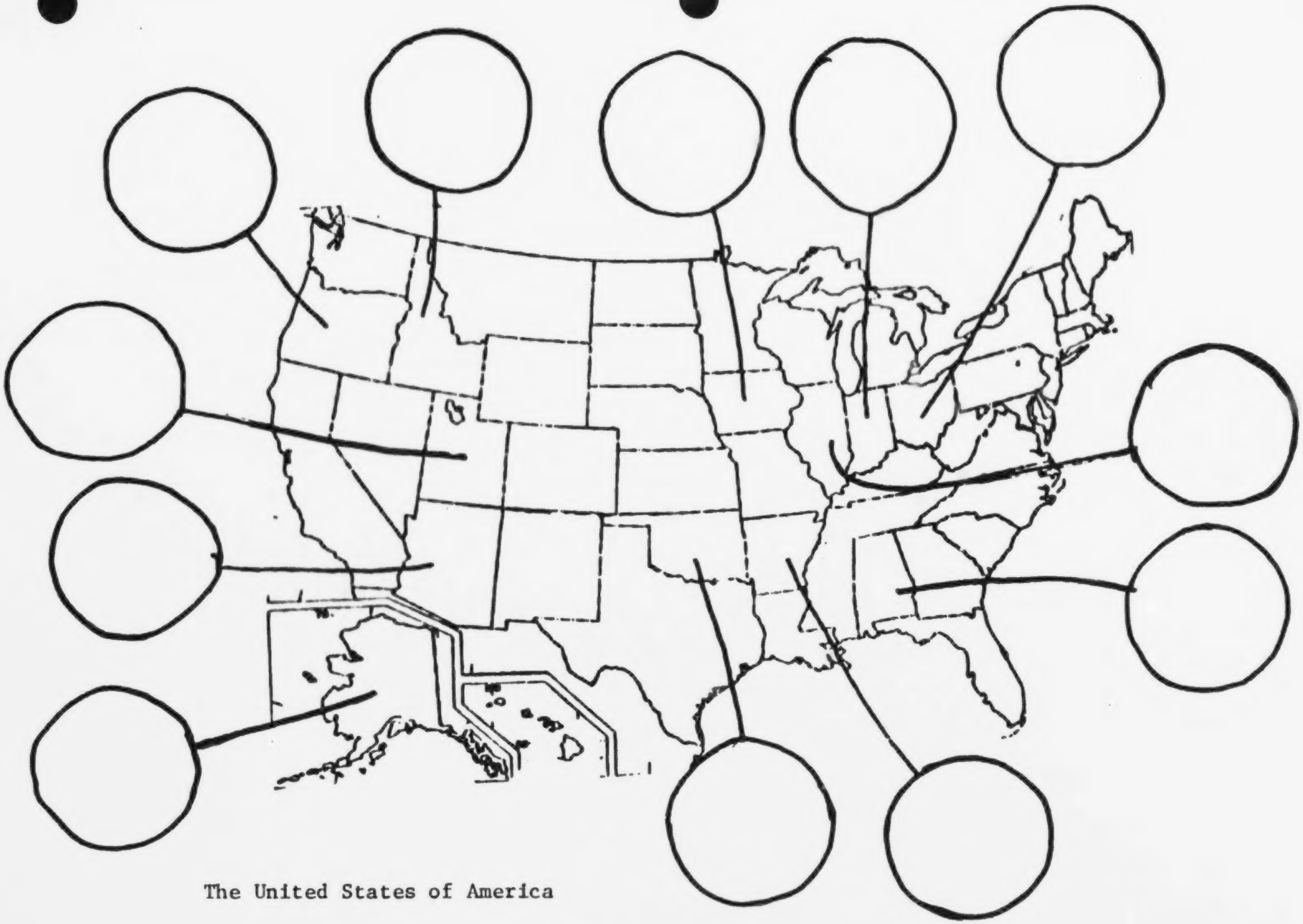

The United States of America
CANADA
PACIFIC OCEAN
ATLANTIC OCEAN
MEXICO
Gulf of Mexico
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
VERMONT
NEW HAMPSHIRE
MAINE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
LAKE SUPERIOR
LAKE MICHIGAN
LAKE HURON
LAKE ERIE
LAKE ONTARIO
ALASKA
HAWAII
N
E
S
W
0 100 200 300 400
SCALE OF MILES

154

Name that State!

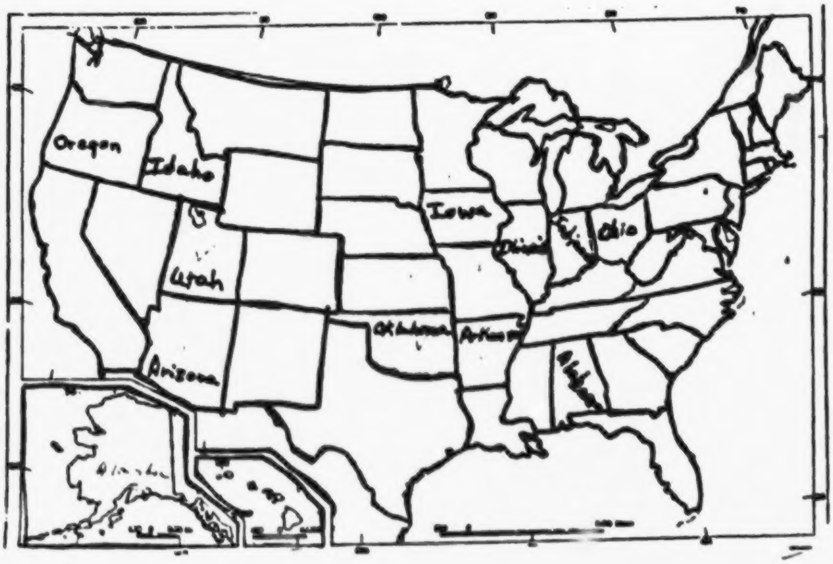
Number from 1 to 50 on your paper.
See how many states you can name.
Then write HOMES and try to
name the Great Lakes!


This part is tricky.
50
49
41
32
31
48
42
40
33
S
22
H
24
22
M
E
1
3
2
4
7
6
5
8
9
10
11
47
43
39
34
30
25
23
21
13
12
46
35
29
20
19
14
44
38
36
28
15
26
18
16
37
27
17
45

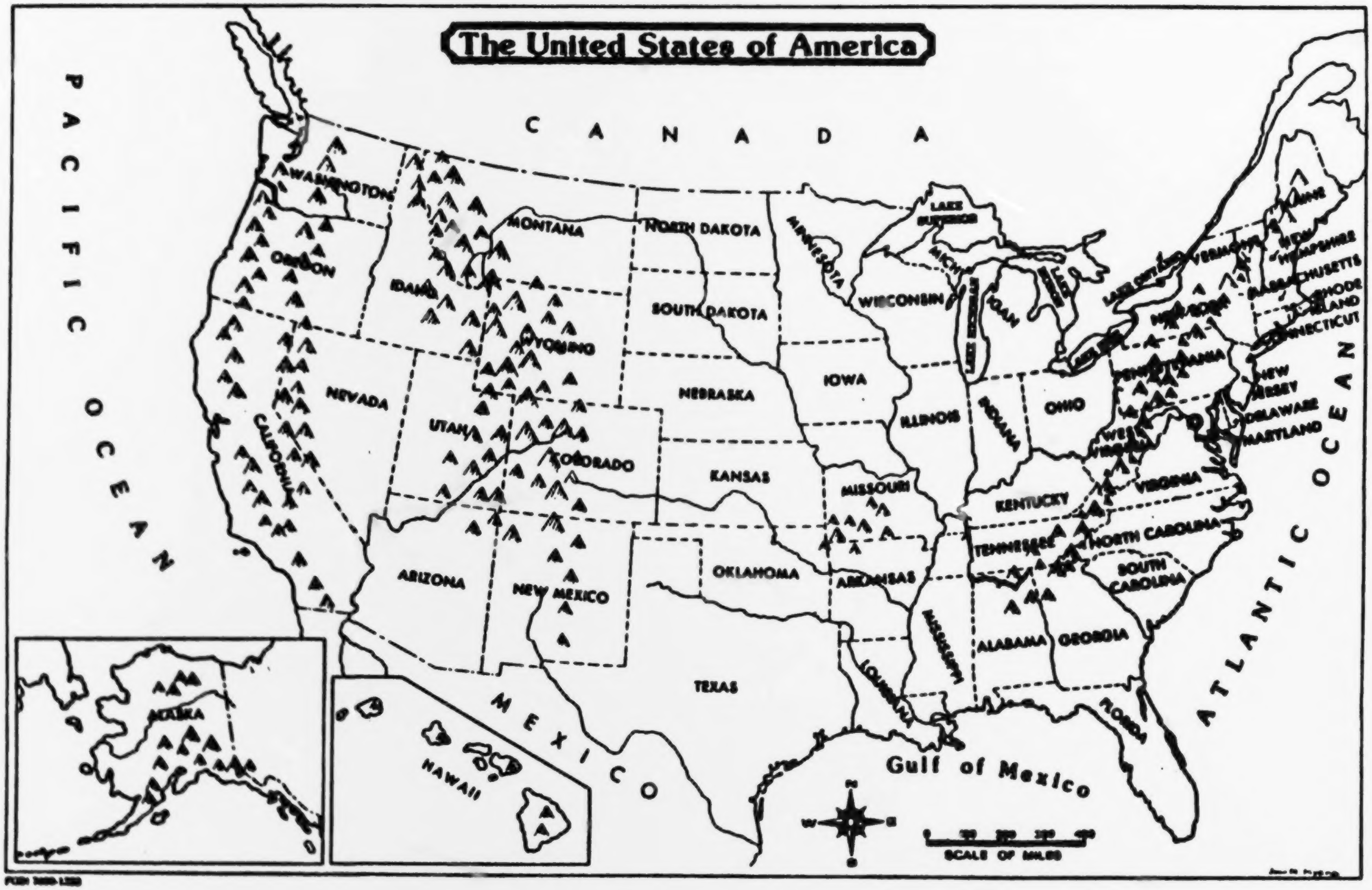


The United States of America

If the name of the state begins with the vowel A, color it blue.
If the name of the state begins with the vowel E, color it yellow.
If the name of the state begins with the vowel I, color it red.
If the name of the state begins with the vowel O, color it orange.
If the name of the state begins with the vowel U, color it green.


Oregon
Idaho
Iowa
Illinois
Ohio
Utah
Oklahoma
Arkansas
Arizona
Alabama
Alaska

Key to the states
that begin with a vowel
B


The United States of America
CANADA
PACIFIC OCEAN
ATLANTIC OCEAN
MEXICO
Gulf of Mexico
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
VERMONT
NEW HAMPSHIRE
MAINE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
LAKE SUPERIOR
LAKE MICHIGAN
LAKE HURON
LAKE ERIE
LAKE ONTARIO
ALASKA
HAWAII
N
S
E
W
SCALE OF MILES

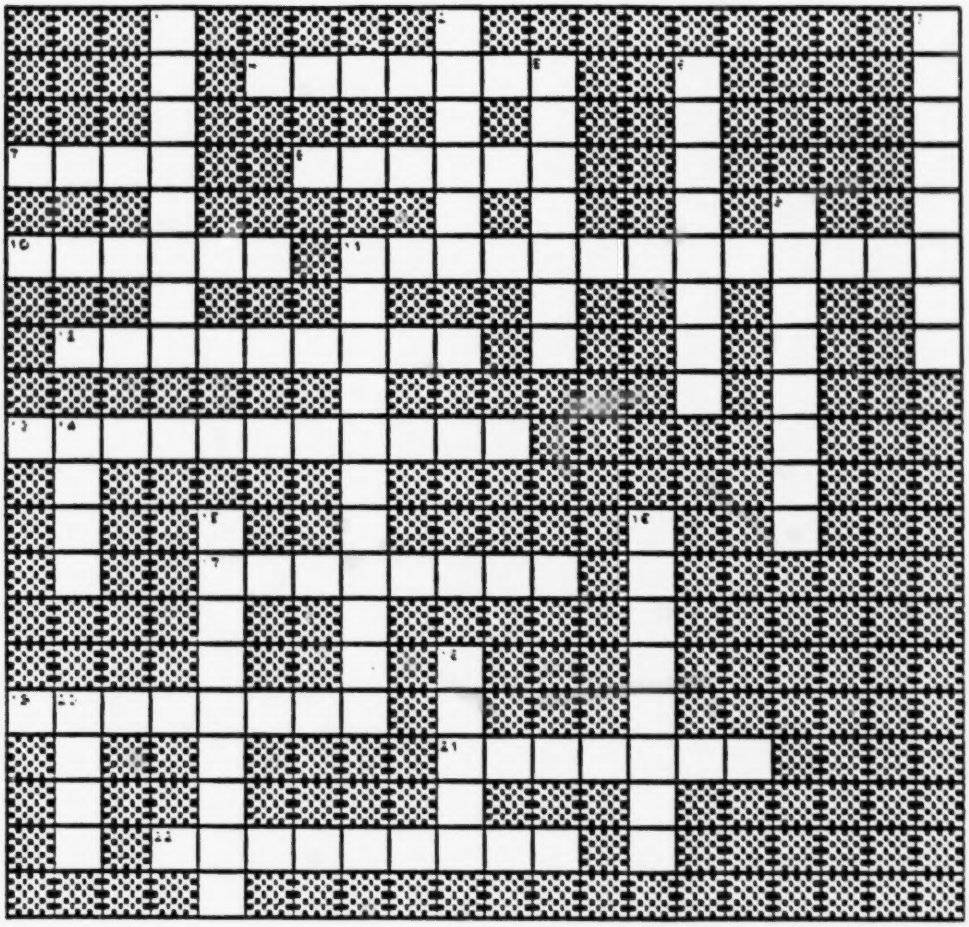
Color in the states that begin with a consonant.

Compare the U.S.A with
your country.

How are they the same? How are they different?

	U.S.A.	Your Country
What is the capital?		
What language do the people speak?		
What kind of government is there?		
Name the bordering countries.		
What is the weather? What are the seasons?		
Describe the kind of clothing people wear.		
What kinds of food do people eat?		

STATES: INDIAN NAMES



ACROSS CLUES

4. Land of the Indians is I_____A
7. U___ is the state for those who dwell high-up
8. A____A is called the great land
10. The beautiful water state is O_____N
11. M___________S is the Indian word for great hills
12. T_______E is named for Chief Tannassie
13. C_________T means upon the long river
17. I______S means men of great men
19. M______I means long people
21. A_____A means silver slabs
22. The Indian Word for Sky-tinted waters is M_______A

DOWN CLUES

1. M_______N is for great men
2. K____S is People of the south wind
3. The down stream people live in A______S
5. A_____A is for the Thicket Clearers.
6. K______Y is the Indian word for hunting ground
9. N______A is for flat water
11. The father of water is M_________I
14. Beautiful Valley is the Indian word, O__O
15. W_________N is where waters gather
16. O_____A is the land of the red man
18. I___O means sunrise is morning
20. I__A is the word for drowsy people

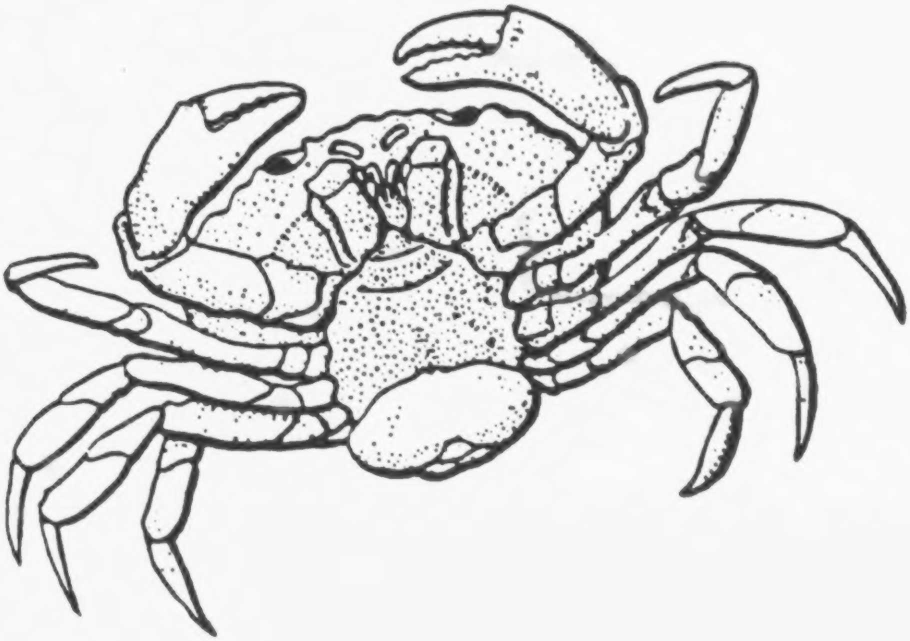
ANSWERS: STATES: INDIAN NAMES

			M						K										A
			I		I	N	D	I	A	N	A			K					R
			C						N		L			E					K
U	T	A	H			A	L	A	S	K	A			N					A
			I						A		B			T		N			N
O	R	E	G	O	N		M	A	S	S	A	C	H	U	S	E	T	T	S
			A				I				M			C		B			A
	T	E	N	N	E	S	S	E	E		A			K		R			S
							S							Y		A			
C	O	N	N	E	C	T	I	C	U	T						S			
	H						S									K			
	I			W			S						O			A			
	O			I	L	L	I	N	O	I	S		K						
				S			P						L						
				C			P		I				A						
M	I	S	S	O	U	R	I		D				H						
	O			N					A	R	I	Z	O	N	A				
	W			S					H				M						
	A		M	I	N	N	E	S	O	T	A		A						
				N															

MARYLAND

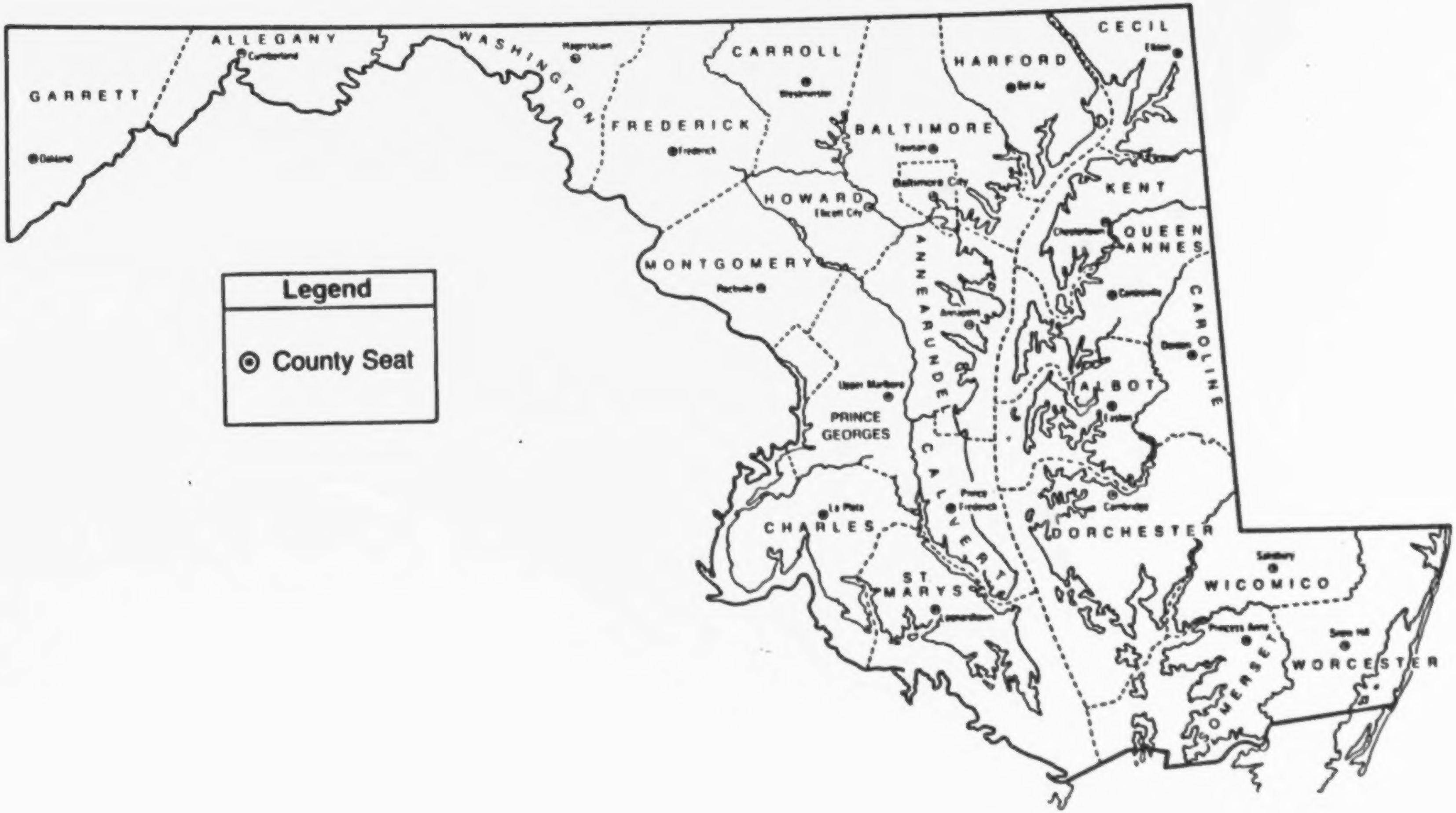
This state is Maryland. The capital of our state is Annapolis. Maryland has 23 counties. Baltimore is the largest city in Maryland. Maryland is near the Chesapeake Bay. We get lots of seafood from the Bay. Maryland is known for its crabs.

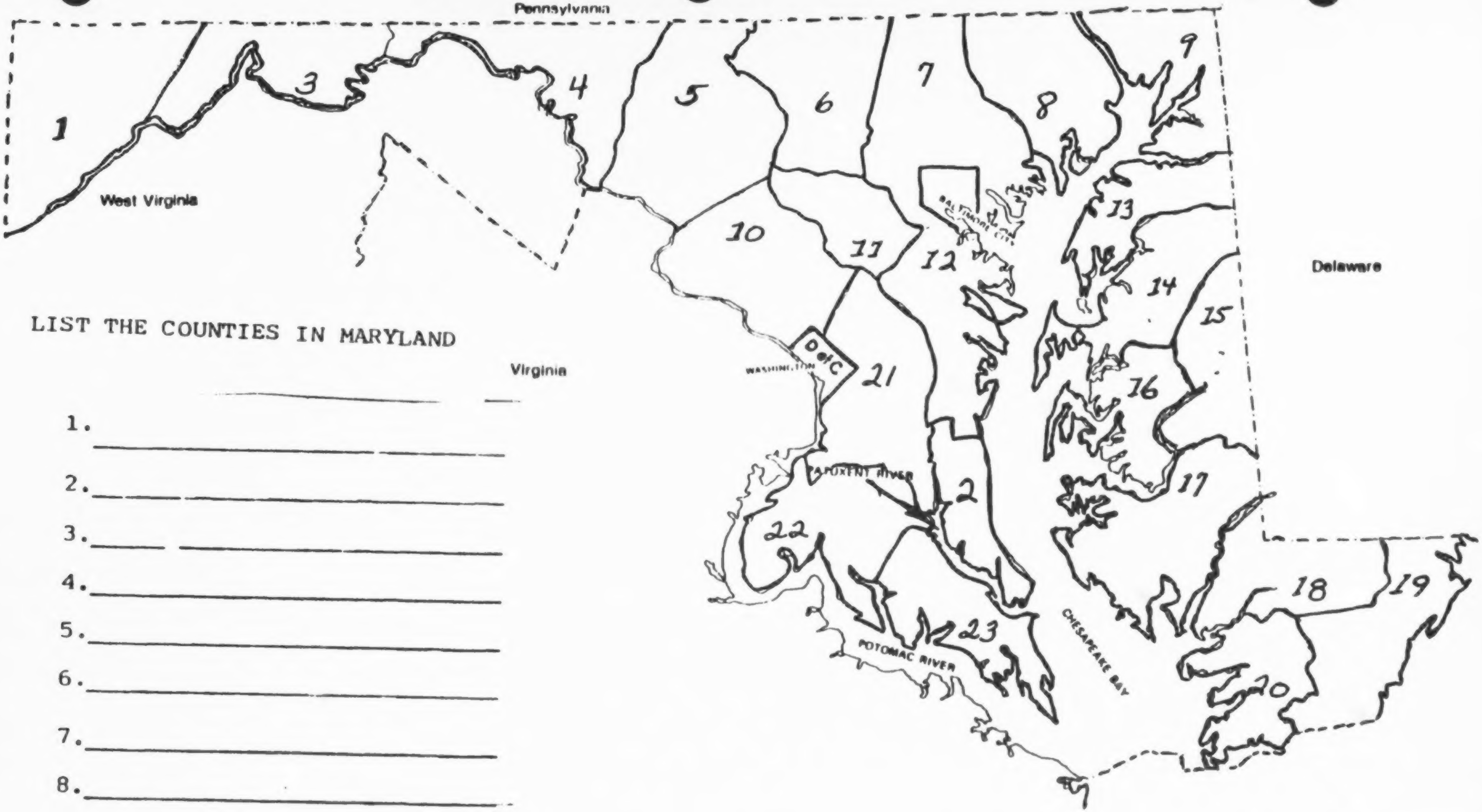
The states that border Maryland are Pennsylvania, West Virginia, Virginia and Delaware. Washington, D.C., our capital city, also touches Maryland.



NAME ______________________________

COUNTIES IN MARYLAND

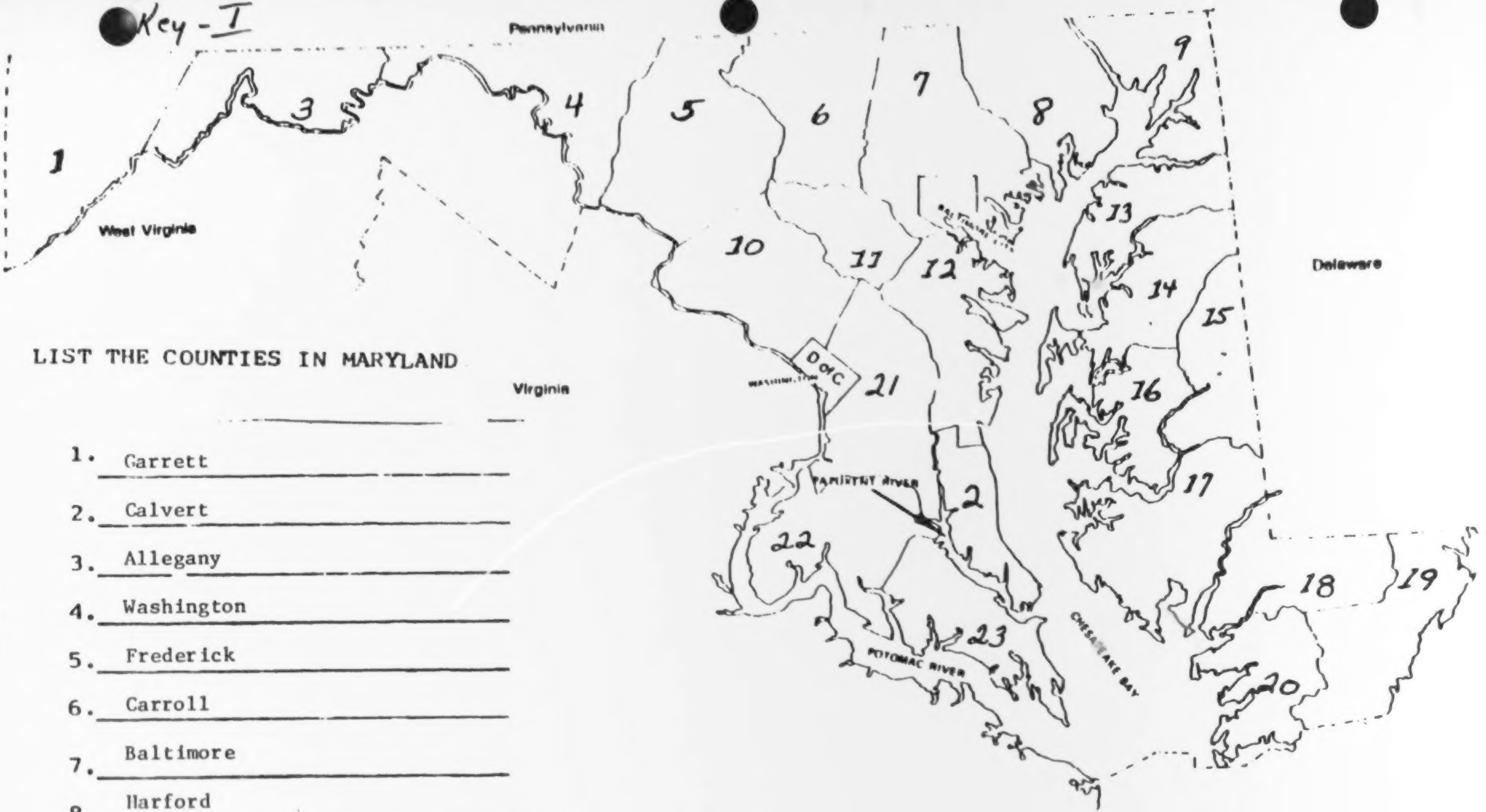

GARRETT
Oakland
ALLEGANY
Cumberland
WASHINGTON
Hagerstown
FREDERICK
Frederick
CARROLL
Westminster
BALTIMORE
Towson
Baltimore City
HARFORD
Bel Air
CECIL
Elkton
HOWARD
Ellicott City
MONTGOMERY
Rockville
KENT
Chestertown
QUEEN ANNES
Centreville
ANNE ARUNDEL
Annapolis
CAROLINE
Denton
TALBOT
Easton
PRINCE GEORGES
Upper Marlboro
CALVERT
Prince Frederick
CHARLES
La Plata
ST MARYS
Leonardtown
DORCHESTER
Cambridge
WICOMICO
Salisbury
SOMERSET
Princess Anne
WORCESTER
Snow Hill
Legend
⊙ County Seat


Pennsylvania
West Virginia
Virginia
Delaware
Baltimore City
Washington
D of C
Patuxent River
Potomac River
Chesapeake Bay
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

LIST THE COUNTIES IN MARYLAND

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________

Key - I


Pennsylvania
West Virginia
Virginia
Delaware
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
D of C
Washington
Patuxent River
Potomac River
Chesapeake Bay

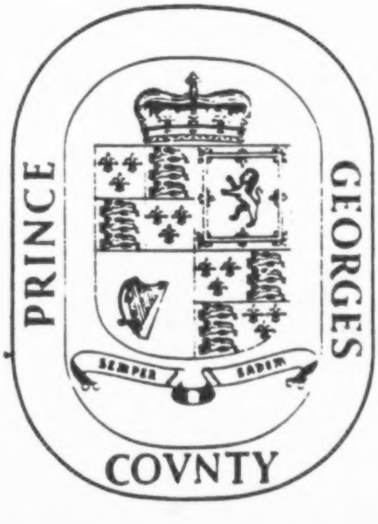
281/282

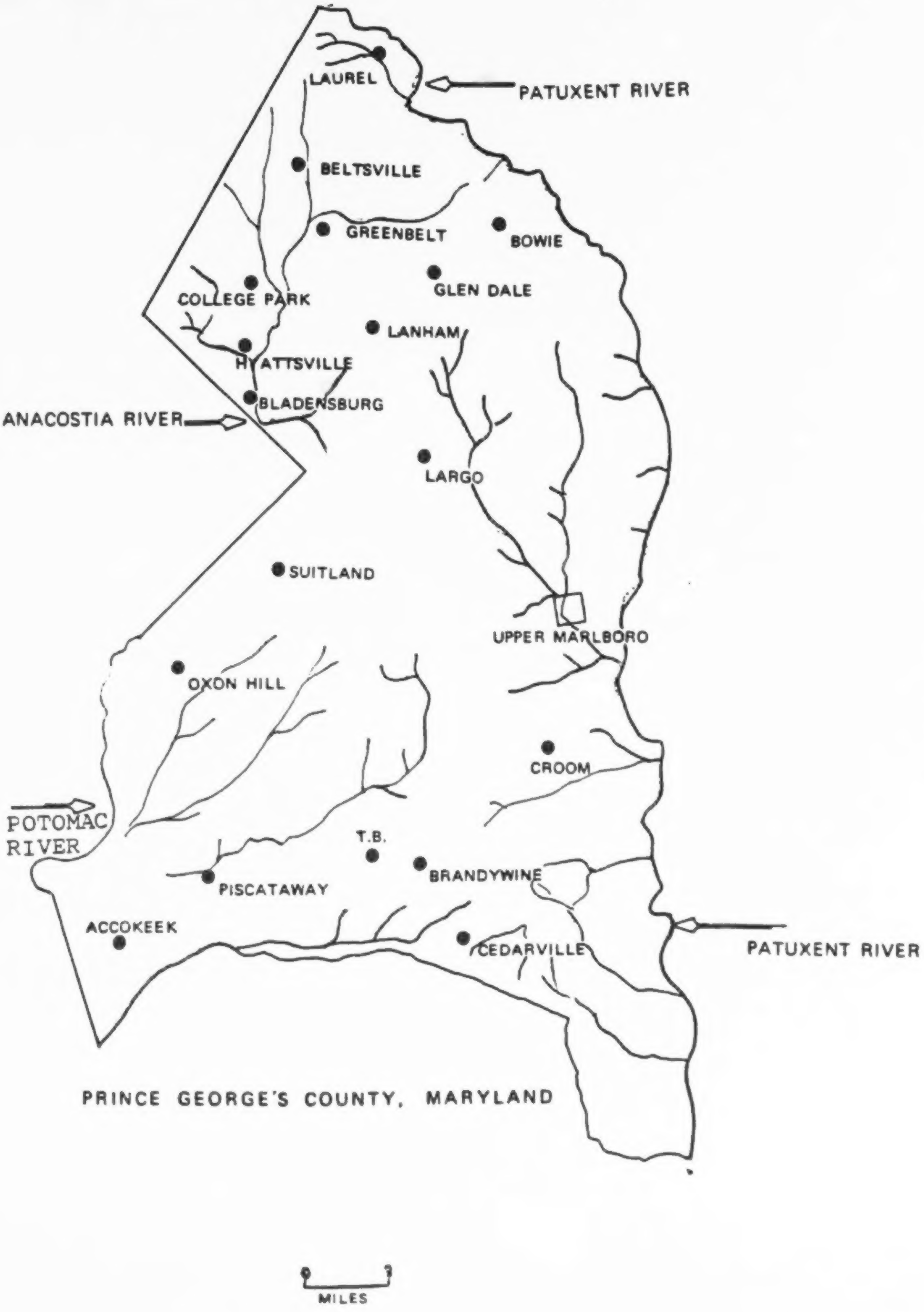
LIST THE COUNTIES IN MARYLAND

1. Garrett
2. Calvert
3. Allegany
4. Washington
5. Frederick
6. Carroll
7. Baltimore
8. Harford
9. Cecil
10. Montgomery
11. Howard
12. Anne Arundel
13. Kent
14. Queen Annes
15. Caroline
16. Talbot
17. Dorchester
18. Wicomico
19. Worcester
20. Somerset
21. Prince George's
22. Charles
23. St. Mary's

PRINCE GEORGE'S COUNTY

Maryland is divided into twenty three counties. The county we live in is called Prince George's County. The county seat (which is like a capital) is in a town called Upper Marlboro. Prince George's County is in the southern part of Maryland. There are two major rivers in Prince George's County. They are the Potomac and the Patuxent Rivers.




LAUREL
PATUXENT RIVER
BELTSVILLE
GREENBELT
BOWIE
GLEN DALE
COLLEGE PARK
LANHAM
HYATTSVILLE
BLADENSBURG
ANACOSTIA RIVER
LARGO
SUITLAND
UPPER MARLBORO
OXON HILL
CROOM
POTOMAC
RIVER
T.B.
BRANDYWINE
PISCATAWAY
ACCOKEEK
CEDARVILLE
PATUXENT RIVER
0
3
MILES

PRINCE GEORGE'S COUNTY, MARYLAND

PRINCE GEORGE'S COUNTY

Activity:

Where do you live?

1. Using the map of Prince George's County underline the town where you live.
2. Is it east or west of the Patuxent River? ______________________
3. Is your town North or South of Upper Marlboro? ____________________
4. Is your town in the northern or southern part of Prince George's County? ________________

Maryland

Where do you live?

1. Using the map of Maryland color Prince George's County.
2. Write the names of five counties that touch Prince George's County.
3. Match the words in the columns.

________	1.	Annapolis	a.	Largest City
________	2.	Baltimore	b.	Bordering State
________	3.	Seafood	c.	Chesapeake
________	4.	Bay	d.	Capital city
________	5.	Maryland	e.	crabs
________	6.	Virginia	f.	The state we live in

Maryland

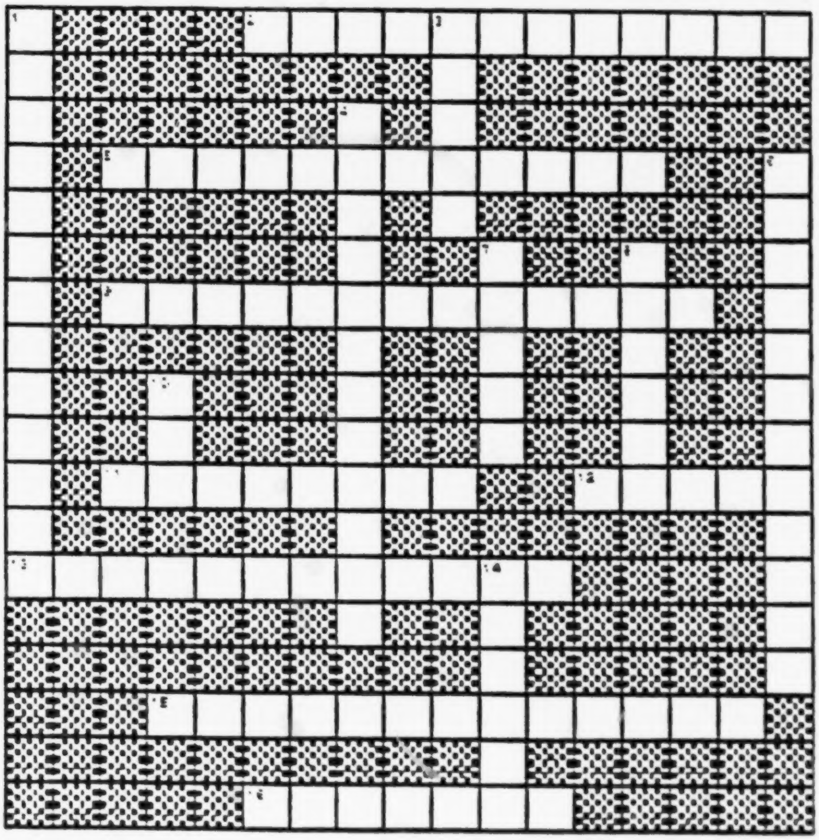
Where do live? Key I

1.

2. Montgomery, Howard, Anne Arundel, Calvert, Charles

3. 1. d
   2. a
   3. e
   4. c
   5. f
   6. b

GEOGRAPHY TERMS



ACROSS CLUES

2. The body of water west of the United States
5. The capital of the United States
9. The name of our county
11. The name of our state
12. The direction toward the north pole.
13. The name of our continent
15. The body of water near Maryland
16. The river that flows through Maryland

DOWN CLUES

1. The body of water on the east coast of the United States
3. The number of states in the United States
4. The name of this country
6. The mountains found on the east coast of the United States.
7. The direction towards the south pole
8. The country south of the United States
10. The letters that stand for the United States of America
14. The country north of the United States

ANSWERS: GEOGRAPHY TERMS I

A					P	A	C	I	F	I	C	O	C	E	A	N
T									I							
L							U		F							
A		W	A	S	H	I	N	G	T	O	N	D	C			A
N							I		Y							P
T							T			S			M			P
I		P	R	I	N	C	E	G	E	O	R	G	E	S		A
C							D			U			X			L
O			U				S			T			I			A
C			S				T			H			C			C
E		M	A	R	Y	L	A	N	D			N	O	R	T	H
A							T									I
N	O	R	T	H	A	M	E	R	I	C	A					A
							S			A						N
										N						S
			C	H	E	S	A	P	E	A	K	E	B	A	Y	
										D						
					P	O	T	O	M	A	C					

GEOGRAPHY REVIEW

Which word does not belong to the group?

Underline the one which does not fit. Give reasons for your answers.

Example:

Lake Erie Lake Michigan Lake Superior [✓ Lake Champlain]

Lake Champlain is not a great lake.

1. Mississippi Potomac Chesapeake Patuxent

2. Prince George's D.C. Montgomery Charles

3. Line of Longitude Line of Latitude Fall Line Equator

4. Atlantic Mediterranean Pacific Indian

5. North America South America South Carolina Asia

6. Nile Mississippi Patuxent Rio Grande

7. Maryland Canada Virginia New York

8. Persian Gulf Gulf of Alaska Gulf of Mexico Gulf of California

9. Hyattsville Baltimore Oxon Hill Washington, D.C.

10. Northeast South Down Southwest

GEOGRAPHY REVIEW - Key Intermediate

1. The Chesapeake is a Bay, not a river.
2. D.C. is not a county in Maryland.
3. Fall line is not a line of measurement.
4. The Mediterranean is not an ocean.
5. South Carolina is not a continent.
6. The Nile is not a river in the United States.
7. Canada is not a state in the United States.
8. The Persian Gulf is not in North America.
9. Washington, D.C. is not in Maryland.
10. Down is not a direction.

MATERIALS

"Necessary Words to Live By", Hamel, Paul. Easy Aids.

"Maps Unfold the World", Milliken Publishing Co.

"Social Studies - Focus on United States Geography", Miliken Publishing Co.

"Map Outlines - the World", Milliken Publishing Co.

"Easy Vocabulary Games for Beginning English Language Learners", Schinke-Llano, Linde, National Textbooks Co.

Play and Practice, Chamberlin, Anthony, National Textbook Co.

The United States, Book I, Prince George's County Public Schools.

Understanding Maps: A Basic Skills Book, Hammond Co.

Let's Learn About Maryland and Prince George's County, Prince George's County Public Schools.

INTRODUCTION TO THE LEARNING PACKET FOR THE CONSTITUTION AND NATION BUILDING

OBJECTIVES:

At the end of this packet the student should know:

1. What the Articles of Confederation are
2. What the Constitution is
3. What the Federal Government is
4. What the 3 branches of the Federal Government are and the function of each branch
    a. Legislative
    b. Executive
    c. Judicial
5. How a bill becomes a law
6. What the Bill of Rights is
7. How the Bill of Rights protects citizens
8. How to compare the government of the United States and the State of Maryland

This learning packet was designed to be used with both beginning and intermediate ESOL students. Beginning ESOL students will have difficulty with this material but since this is one of the areas which is to be tested by a Functional Test all students need to be introduced to the study of government in the 8th grade. Activities for the students are marked B for beginning students and I for intermediate students.

This packet follows the PGCPS Social Studies guides (8th grade) and the ESOL Civics guides available through the Social Studies Supervisor and ESOL coordinator.

This material can be supplemented by the teacher as the need and materials are available.

The Articles Of Confederation

The Articles Of Confederation
W

1771

The Articles were written.

1781

The Articles were approved by all 13 states

VOCABULARY LIST

ARTICLES OF CONFEDERATION

- Argue- to fight with someone
- Stick Together- to work together
- Separate -independent
- Unite- come together, to act as one
- Whole- all
- National Government- a government for all of the states
- Articles of Confederation- a plan for the first national government
- Weak- not strong
- Agree- to say yes
- Declare War- to start a war
- Make Peace- to end a war
- Print Money- make money
- Northwest Ordinance-a land law
- Unlawful- against the law- illegal
- Quarrel- fight
- Rebellion- a fight against the government

Date

Name

Subject

Unit a. New Government

Assignment

TRACE	COPY	RECALL
1 whole		1
2 separate		2
3 national		3
4 agree		4
5 peace		5
6 journal		6
7 northwest		7
8		8
9		9
10		10

Date

Name

Subject

Unit A New Government

Assignment

TRACE	COPY	RECALL
1 argue		1
2 unite		2
3 confederation		3
4 declare		4
5 ordinance		5
6 rebellion		6
7 stick together		7
8 whole		8
9 weak		9
10 war		10
1 unlawful		

THE ARTICLES OF CONFEDERATION

After the Revolutionary War the young nation was very weak. The Second Continental Congress had been the government during most of the war. A committee of that congress made a new plan of government for the United States called the Articles of Confederation. The Articles made a very weak national government. There was no president to enforce laws. There was no system of courts to protect the rights of the people. The people wanted a weak government. They were afraid that if they gave too much power to the government they would lose their rights.

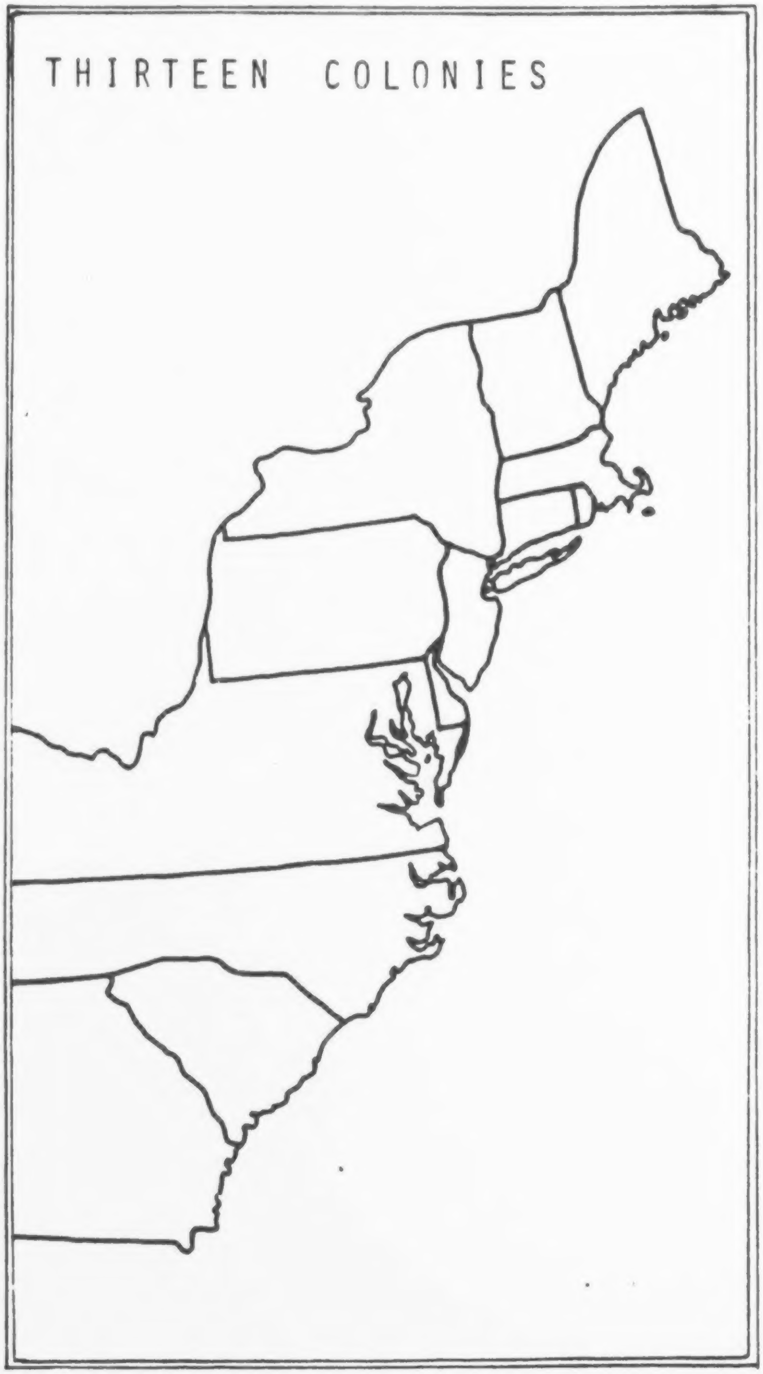
Congress did solve some problems. In 1785 they passed a law called the Northwest Ordinance. This law told how the new territory called the Northwest Territory could be settled and become a state. Slavery was not allowed in this territory and any new states made in this territory would be equal to the older states.

Because the new government was weak, other countries like Spain and Great Britain quarreled with American farmers and fur traders. Pirates stopped and searched American ships on the Mediterranean Sea. Some Americans were not happy with the way things were. Daniel Shays led a rebellion against the tax laws. This was against the law but the new government was too weak to stop the rebellion. The leaders knew the states had to stick together if the new nation was to live. They met in Philadelphia in 1787 and wrote a new set of rules called The Constitution.

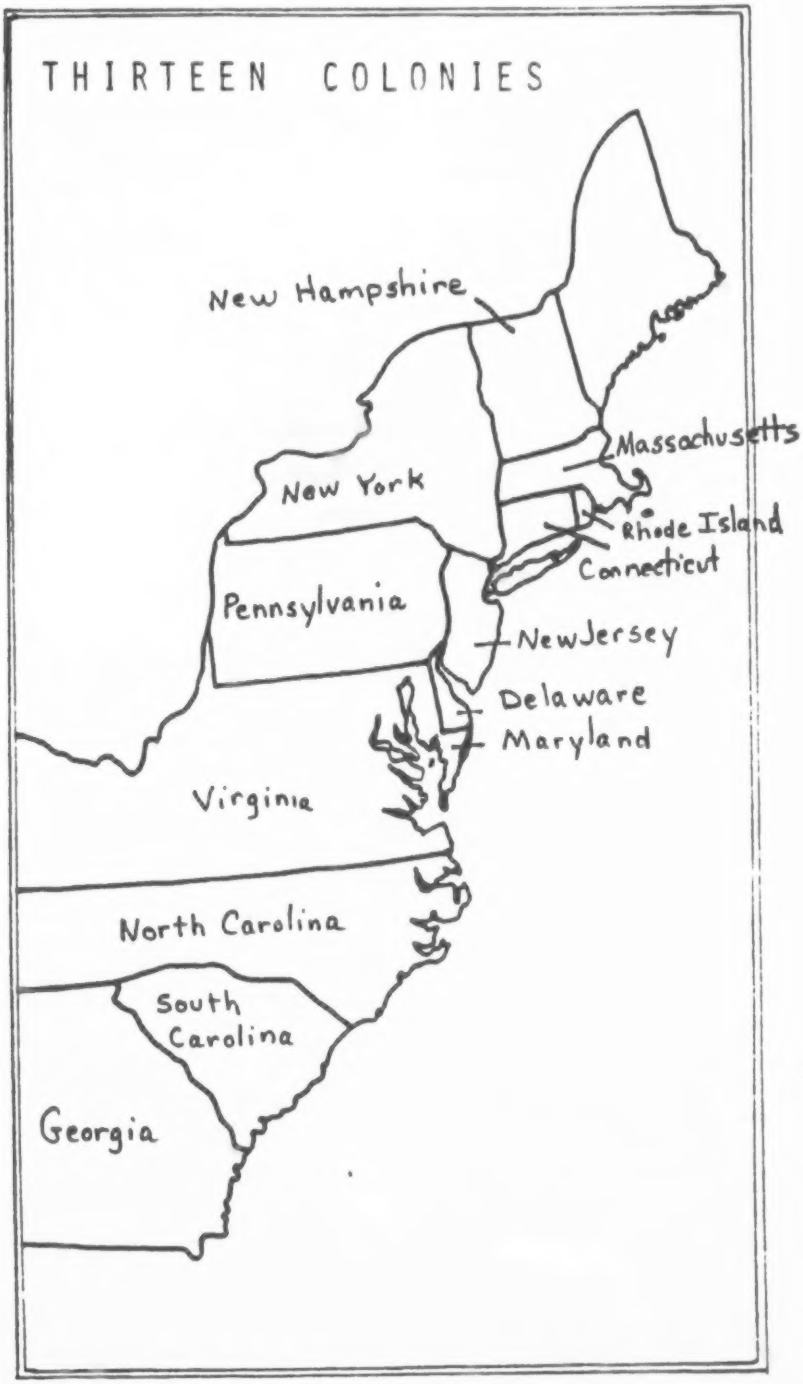
THE THIRTEEN COLONIES

On the map below, print the names of the Thirteen Colonies.

1. Massachusetts
2. Rhode Island
3. Connecticut
4. New Hampshire
5. New York
6. New Jersey
7. Delaware
8. Pennsylvania
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia



Answer Key


THIRTEEN COLONIES
New Hampshire
Massachusetts
New York
Rhode Island
Connecticut
Pennsylvania
NewJersey
Delaware
Maryland
Virginia
North Carolina
South Carolina
Georgia

ARTICLES OF CONFEDERATION

NATIONAL GOVERNMENT	STATE GOVERNMENT
1. Ask states for soldiers and sailors	1. Collect Taxes
2. Declare War	2. Court System
3. Make treaties	3. Coin Money
4. Coin Money	4. Regulate trade
5. Establish Post Offices	5. Collect tariffs
6. Deal with Indian Tribes	
7. No President	
8. Each state had one vote	
9. Nine states had to agree to pass a law	

CONGRESS COULD	CONGRESS COULD NOT
1. Raise an Army and Navy	1. Enforce laws
2. Declare War	2. Collect taxes
3. Make treaties	3. Regulate trade
4. Coin (print) money	4. Settle arguments between states
5. Establish Post Offices	5. Protect the Frontier
6. Deal with Indians	6. Pay war debts

ARTICLES OF CONFEDERATION

Questions to answer

1. What is a national government?

2. What was the name of the plan for the first national government?

3. Are these statements about the Articles of Confederation TRUE or FALSE?

    _____ There was a president.

    _____ The nation was governed by Congress.

    _____ Each state had one vote in Congress.

    _____ All the states had to agree for Congress to pass a law.

    _____ Congress could not make the states obey (follow) the laws.

4. Which of these could Congress do and which could the states do? Put C for Congress, S for states and B for both.

    _____ a. declare war

    _____ b. make laws about trade

    _____ c. print money

    _____ d. make peace

    _____ e. take care of problems with the Indians

    _____ f. tax the people

5. After the American Revolution, did the Americans want a strong or a weak government? __________

6. Did the Northwest Ordinance: (answer yes or no)

    _____ a. make slavery unlawful in the N. W. Territory

    _____ b. tell how the territory could become new states

    _____ c. make new states equal with older states.

7. Shays rebellion was important because it showed the national government was too strong or too weak? _______________

8. Name two nations that quarreled with the new nation.

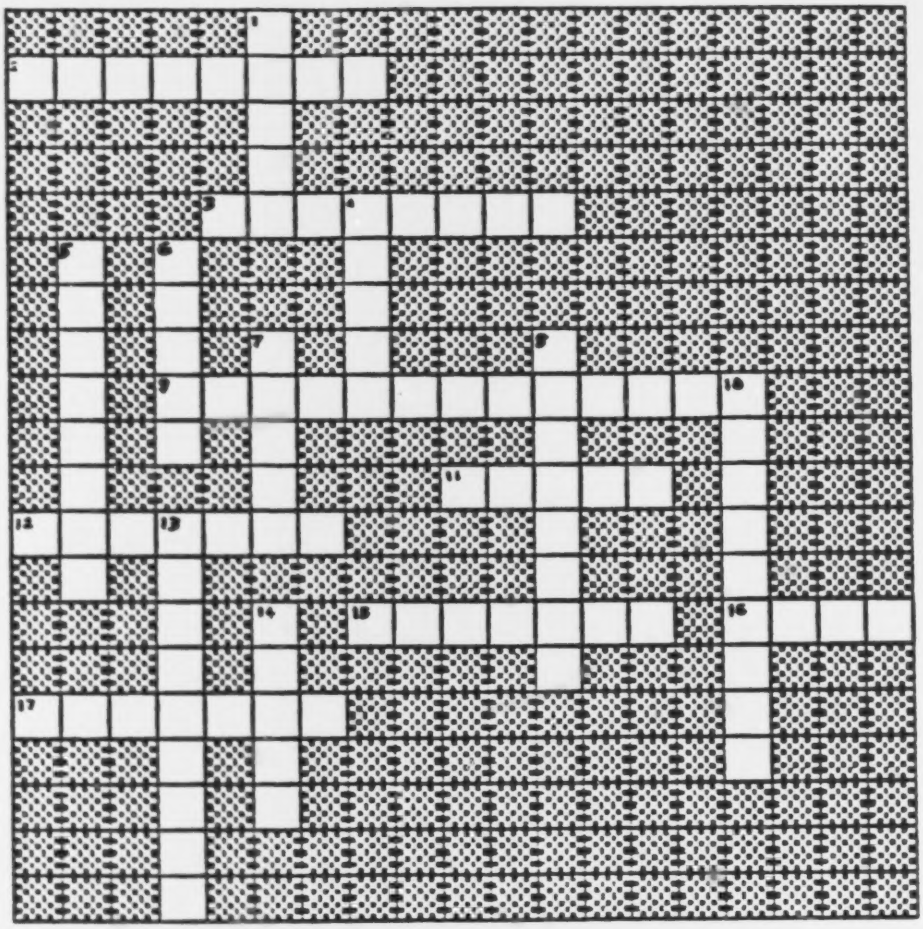
Answer Key

ARTICLES OF CONFEDERATION

Intermediate

1. Central Government - a government of all the states.
2. Articles of Confederation
3. True - False
    False
    True
    True
    False
    True
4. C or S or B
    C a.
    S b.
    B c.
    C d.
    C e.
    S f.
5. Weak
6. Yes a
    Yes b
    Yes c
7. Too weak
8. Spain and Great Britain

A NEW GOVERNMENT - I



ACROSS CLUES

2. THE COLONIES HAD TO STICK
   -------- AFTER THE WAR
3. INDEPENDENT
9. THE FIRST PLAN OF GOVERNMENT WAS
   THE ARTICLES OF ------------
11. STATES WOULD -----THEIR OWN
    MONEY
12. A FIGHT
15. TO START A WAR
16. NOT STRONG
17. ONLY CONGRESS COULD ------- WAR

DOWN CLUES

1. ALL
4. TO FIGHT WITH SOMEONE
5. AGAINST THE LAW; ILLEGAL
6. TO END A WAR CONGRESS COULD MAKE
   -----
7. ALL OF THE COLONIES HAD TO -----,
   OR COME TOGETHER AS ONE
8. A GOVERNMENT FOR ALL OF THE
   STATES IS CALLED A --------
   GOVERNMENT
10. The land law was called the
    ---------- ORDINANCE
13. DANIEL SHAYS LED A FIGHT AGAINST
    THE GOVERNMENT CALLED SHAYS
    ----
14. 9 OF THE 13 STATES HAD TO -----
    TO A LAW

A NEW GOVERNMENT WORDSEARCH - B

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F A W X Z T R K P Q Z M P Z W G A U N S W P L L V M F K S A
A R K M B D V L C O F D F D Z Q C B K V J I A Y L Y D Z E A
D X G W V U J W K S A X V V H G Q U A R R E L D P S T J X H
X U R A M L T S V C O I Y B B S P V D E U I X Z F B Q J Q X
Z A D E V B X I D J P V R A C G Y L V Y J P N C M M I Z X R
L A R G U E T K I X F Q B J A D U N L A W F U L T T U D B V
A T E C Q N C J M Y V Q D T S B X U L L F Y D F C O A G W N
H T U W B K F V X D M P K G T U R U D W Q P E Y S T P S H I
Y V F L M Y U N I T E H A Y I V O E I U B I C K V D U W O U
S G Y I Z X Y A W K S X Y Q C W B Y Q M P H L Y I B H S L G
T W R T Z D T H R E O D D V K P S B F M W D A K X N N Z E M
O O M G F X X I P E A C E X T A B Y K T J E R T P J R D J Y
W K L O O E W Y A E Q G V F O S L W Z V S P E R V W D L G G
G Q W R D F I F N N M Y Q W G S J A N N O F I N A G R E E O
V I S D O I C K C F T H Z V E E K P Z F T H N H N N D X P P
Y O A I P B F A Q O E B J Z T P V G H G V A J L A K B N J C
U M N N U M E V G A W A R R H A M Q Y Q E R L F T C U P B W
Z O P A G U Y C A Y X J I C E R X Z K C S U E Y I A Q O X Q
K D Q N Z Z M C O Z X X B T R A W J W B P U Q V O G S R B P
N M G C A L L I J Y W U T U G T K T X X N Q N F N B I I E B
V W V E S Q W Y V C P M O A Z E T D L X P B U G A P K L S P
F E C N C O N F E D E R A T I O N M X Z B S A F L R Y A U Q
C A Q I M W K I N Z H M E Y H F W Z P M K W E F W O S R G Q
L K A G W K O Q M B J R E B E L L I O N K J C Y S O P F L U
J C K C F H L N Y A M T I H S I T E S U Q X O C N X T I Z Q
```

WORDS

ARGUE
UNITE
CONFEDERATION
DECLARE
ORDINANCE
REBELLION

STICK Together
WHOLE
WEAK
WAR
UNLAWFUL

SEPARATE
NATIONAL
AGREE
PEACE
QUARREL

A NEW GOVERNMENT WORDSEARCH ANSWER KEY

```
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . Q U A R R E L . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . U N L A W F U L . . . . . .
. A R G U E . . . . . . . . S . . . . . . . D . . . . . W .
. . . . . . . . . . . . . . T . . . . . . . E . . . . . H .
. . . . . . U N I T E . . . I . . . . . . . C . . . . . O .
. . . . . . . . . . . . . . C . . . . . . . L . . . . . L .
. . . . . . . . . . . . . . K . . . . . . . A . . . . . E .
. . . . . . . . P E A C E . T . . . . . . . R . . . . . . .
. . . O . . . . . . . . . . O . . . . . . . E . . . . . . .
. . . R . . . . . . . . . . G S . . . . . . . . A G R E E .
. . . D . . . . . . . . . . E E . . . . . . . . N . . . . .
. . . I . . . . . . . . . . T P . . . . . . . . A . . . . .
. . . N . . . . . . W A R . H A . . . . . . . . T . . . . .
. . . A . . . . . . . . . . E R . . . . . . . . I . . . . .
. . . N . . . . . . . . . . R A . . . . . . . . O . . . . .
. . . C . . . . . . . . . . . T . . . . . . . . N . . . . .
. W . E . . . . . . . . . . . E . . . . . . . . A . . . . .
. E . . C O N F E D E R A T I O N . . . . . . . L . . . . .
. A . . . . . . . . . . . . . . . . . . . . . . . . . . . .
. K . . . . . . . . . R E B E L L I O N . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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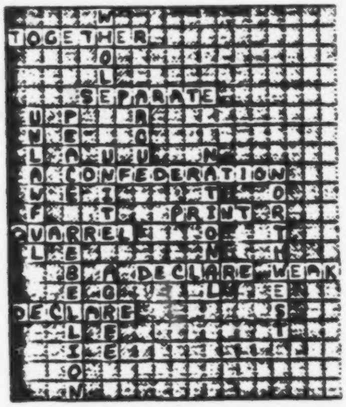
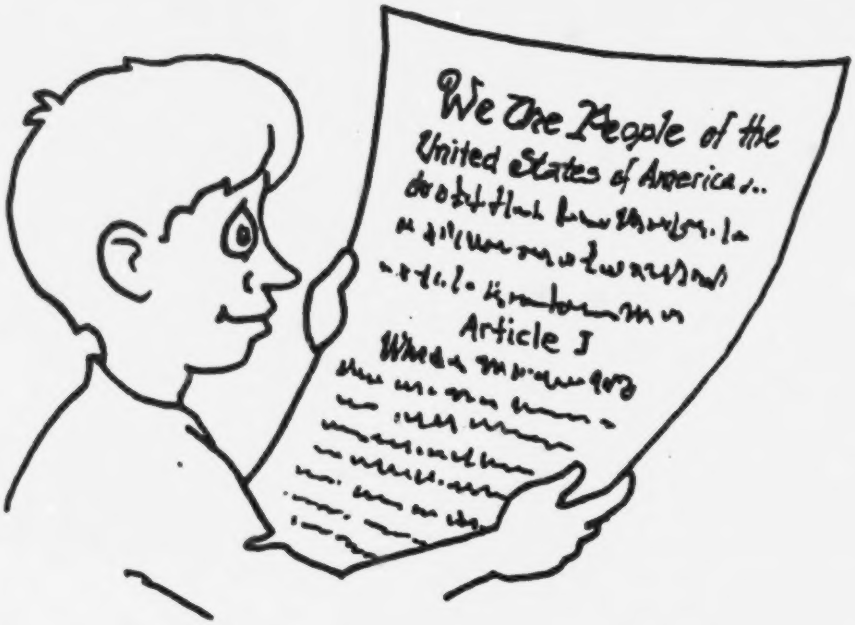
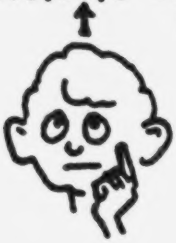
ANSWERS: A NEW GOVERNMENT

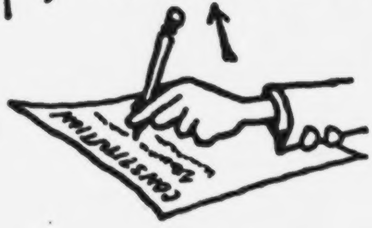


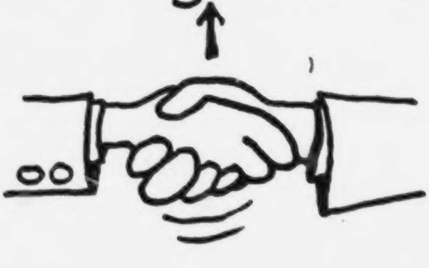
THE CONSTITUTION of the United States of America


We The People of the
United States of America...
Article I

A constitution is a set of ideas and rules which a group of people think up, write down, and agree to follow.




CONSTITUTION



IMPORTANT TERMS TO KNOW

Separation of power
Legislative
Judges
Constitution
Judicial
Executive
Government
Branch
Obey
Senate
Senators
Term
Qualifications
Resident
Citizen
Citizenship
Cabinet
Confirmed
Supreme Court
Laws
Power
Duties (Duty)
Federal
Rights
Bill of Rights
Bill
Unconstitutional
Budget

NEW WORDS TO LEARN

FEDERAL GOVERNMENT

Legislative: The law making branch (commonly called Congress)

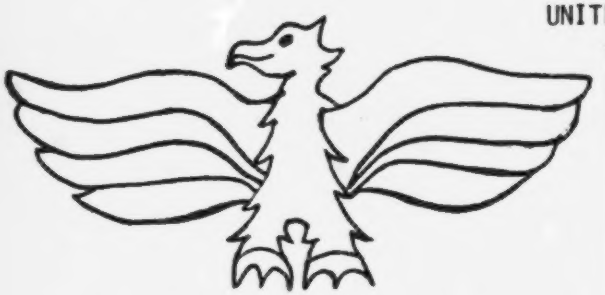
Executive: The president. This branch enforces laws.

Judicial: The courts. This branch interprets laws and administers justice.

GOVERNMENT WORDS

FOR THE

UNITED STATES OF AMERICA



Kinds of Government

democratic
national
federal
municipal

People in Government

President
Vice President
Cabinet
Cabinet Member
Congress
Representative
Secretary
Senator
Governor
Lieutenant Govenor
Judge
Sheriff
Mayor
Official

337/338

Levels of Government

Federal - State - Local

county
district
city
town
village
incorporated

Passing Laws

act
bill
vote
committee
debate
decision

Elections

vote
voter
ballot
ballot box
polls
voting machine
constituency
nominate
returns
majority

Capital
County Seat
County Council
Assembly
Legislature

THE CONSTITUTION

Behavioral Objectives: The students will be able to:

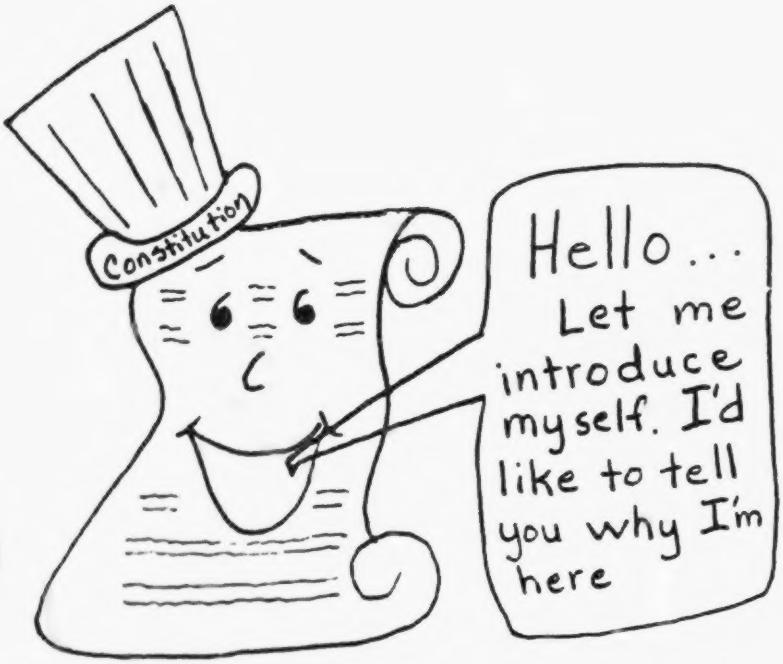
- Define the term "constitution."
- Discuss three reading selections that explain the significance of the Constitution.

Procedure:

1. Distribute the ditto "The Constitution of the United States of America."
2. Explain the term "constitution" to the class using the ditto.
3. Instruct students to copy in their notebooks the definition of "constitution."
4. Distribute the next reading selection to the students:
5. To emphasize the important ideas of the reading, do each of the following:
    a. Construct a sentence - completion drill and a true-false drill.
    b. Construct questions that must be answered in complete sentences.

The Constitution of The United States of America

The Constitution of the United States has the rules for the government of the United States. These rules are very important laws. The laws of the Constitution are the most important laws of the United States. No other laws can be against the ideas of the Constitution. These important laws are the Constitution of the United States. The government of the United States must obey the laws of the Constitution.


Constitution
Hello... Let me introduce myself. I'd like to tell you why I'm here

FEDERAL CONSTITUTION

Using the reading on the Constitution, answer these questions:

1. The Constitution of the United _____ has rules.
2. The ____ of the Constitution are the most important laws of the United States.
3. These important laws are the ___________ of the United _____.

True - False

_____ 1. The Constitution of the United States has the rules for the government of the United States.

_____ 2. These rules are not important.

_____ 3. No other laws can be made against the ideas of the Constitution.

_____ 4. The Government of the United States must obey the laws of the Constitution.

Answer these questions with sentences.

1. What is the Constitution?
2. What are laws?

1. States
2. Laws, United States
3. Constitution, states

True - False

1. True
2. False
3. True
4. True

Answer these questions.

1. The Constitution is a set of rules.
2. Laws are rules.

Separation of Powers: (The Constitution)

Behavioral Objectives: The Students will be able to:

. Define the term "Separation of Powers."

. List the three branches of government.

. Identify the president as representing the executive branch of our government.

. Cite the judges as representing the judicial branch of our government.

. Identify Congress as representing the legislative branch of our government.

Procedure:

1. Clear any vocabulary obstacles that will be encountered in the reading "Separation of Powers."
2. Motivate the reading selection "Separation of Powers."
3. Distribute the following reading: "Separation of Powers."
4. To reinforce the above information, devise the following:
    a. A sentence-completion drill
    b. A true-false drill
    c. Questions for students to answer both orally and in written form
5. Reinforce the reading selection with the ditto "Separation of Powers."

Separation of Powers

The Constitution divides the government into three parts. These parts are also called branches. Each branch has some power in the government. Because each branch has some power, we call this the "Separation of Powers."

One branch of the government is Congress. Congress has two parts - the Senate and the House of Representatives. The people of the United States elect the people who vote for them in Congress. These people or representatives make the laws. The Senate has the power to confirm the appointments made by the President and to ratify treaties. This branch is the legislative branch of the government.

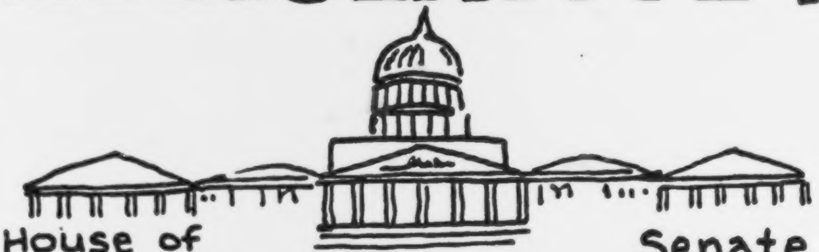
The second branch consists of the judges. The judges have power. They decide the meaning of the laws. The judges help us when people do not agree on the meaning of the laws. Also, the judges make sure the laws do not break the laws of the Constitution. The Supreme Court is the highest Federal Court. This branch is the judicial branch.

The third part of the government is the president. The president has power. He is the leader of the army and the navy. The president sees that the laws are obeyed. The president has the power to enforce the laws. The president makes the federal budget. This branch is the executive branch of the government.

The Constitution divides the government into three branches so that no part of the government can get too much power. This is why a few men cannot control the whole government.

SEPARATION OF POWERS

① LEGISLATIVE branch



House of Representatives
435

Senate
100

② EXECUTIVE branch

President

③ JUDICIAL branch

Judges

Separation of Powers

Fill in the Blanks

1. The ____________ divides the government into _____ parts. These ______ are also called branches. Each _______ has some power in the government. Because each ______ has some ______, we call this the "____________ of Powers."

One branch is _________. The people of the ______ States elect representatives who vote for them in ________. These _______________ make the laws for the United ______. Congress has the power to make _____. This branch is the ___________ branch of the government.

The second ______ consists of the judges. The ______ have power. They decide the meaning of the _____. The judges help us when people do not agree on the _______ of the laws. Also, the judges make sure the ____ do not break the laws of the ____________. This _______ is the judicial branch.

The third part of the __________ is the president. The ___________ has power. He is the leader of the army and _____. The president sees that the _____ are obeyed. The president has the power to ________ the laws. This_______ is the executive branch of government.

True - False

_____ 1. The Constitution divides the government into 4 parts.

_____ 2. The president is leader of the army and navy.

_____ 3. Judges are in the executive branch.

_____ 4. The Congress is the legislative branch.

_____ 5. Congress makes laws.

1. Constitution, 3, parts, branch, power, Separation, Congress, United Congress, representatives, States, laws, legislative, branch, judges, laws, meaning, laws, Constitution, branch government, president, navy, laws, enforce, branch.

True - False

1. False
2. True
3. False
4. True
5. True

The Legislative Branch: (The Constitution)

Behavioral Objectives: The students will be able to:

. Explain that the legislative branch has two houses.

. Identify the two houses of Congress.

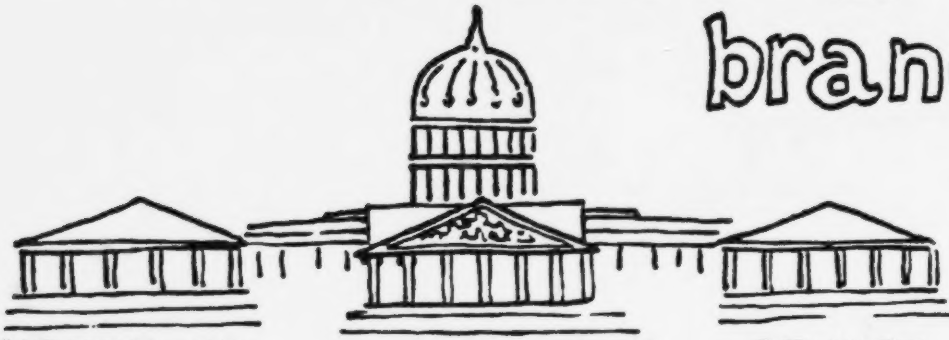
. Give the length of the terms for representatives and senators.

. List the qualifications for both the members of the Senate and the members of the House of Representatives.

Procedure:

1. Explain that the legislative branch is Congress.
2. Explain that Congress has two houses.
3. Distribute the ditto "Legislative Branch."
   a. Emphasize the Capital building, the two houses of Congress, the number of members in each house, the age requirement, the citizenship requirement.
   b. Emphasize the residency requirement and the length of each term for a senator and a congressman.
4. To reinforce this information, devise each of the following:
   a. A true-false drill
   b. A sentence-completion drill
   c. Questions to be answered orally and in written form.
5. Use the information on the chart as the basis of a guided writing exercise.

The LEGISLATIVE branch



HOUSE OF REPRESENTATIVES

435 representatives

SENATE

100 senators

There are 435 members of the House of Representatives.

Each must be:

- at least 25 years old
- an American citizen for 7 years.
- a resident of the state which elects him.

A term is for 2 years.

Presiding Officer:

Speaker of the House.

There are 100 senators, two from each state.

Each must be:

- at least 30 years old
- an American citizen for 9 years
- a resident of the state which elects him

A term is for 6 years.

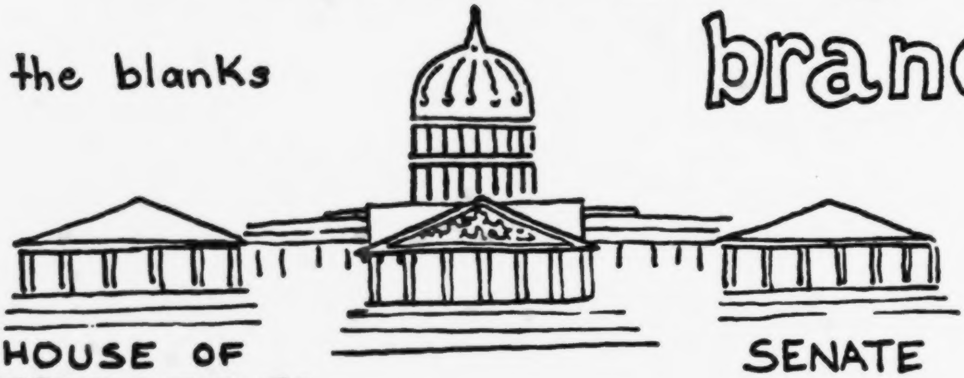
(1/3 of the senators are elected every 2 years)

Presiding Officer:

Vice President of the United States.

The LEGISLATIVE branch

Fill in the blanks



___ representatives

___ senators

There are 435 members of the House of Representatives.

Each must be:

- at least ___ years old
- an American citizen for ___ years.
- a resident of the state which elects him.

A term is for ___ years.

Presiding Officer:

___ of the House.

There are 100 senators, two from each state.

Each must be:

- at least ___ years old
- an American citizen for ___ years
- a resident of the state which elects him

A term is for ___ years.
(1/3 of the senators are elected every 2 years)

Presiding Officer:
Vice ___ of
the United ___

The Executive Branch: (The Constitution)

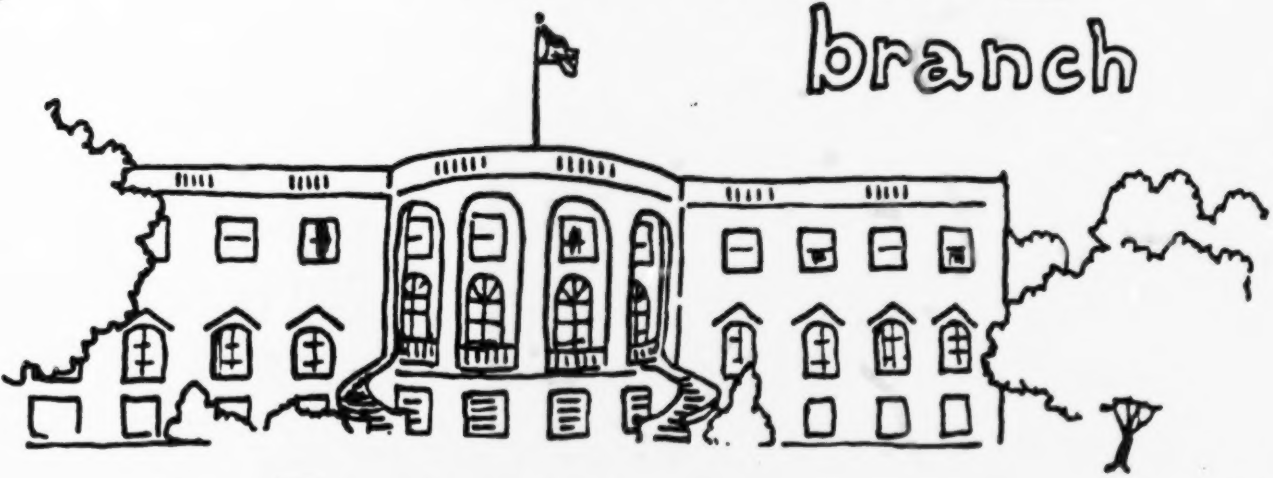
Behavioral Objectives: The students will be able to:

- Explain the function of the executive branch.
- List the qualifications for the office of president.
- Identify the White House as the residence of the president.

Procedure:

1. Ask students to recall information from the reading selection "Separation of Powers" concerning the powers and duties of the president.
    a. Review these two powers of the president:
        1) The president is the leader of the army and navy.
        2) The president makes sure the laws are obeyed.
    b. Discuss fully with the students each of these powers and duties. Be sure to tell them that there are more duties of the president, and that these will be learned later.
    c. Instruct students to copy the duties of the president in their notebooks.
    d. Emphasize that the president is the key figure of the executive branch of the government.

The EXECUTIVE branch



The President must be:

- ▷ a natural born citizen (born in the U.S.)
- ▷ at least 35 years old
- ▷ living in the United States for 14 years.

Early in each session of Congress, the president delivers a message to Congress in three parts:

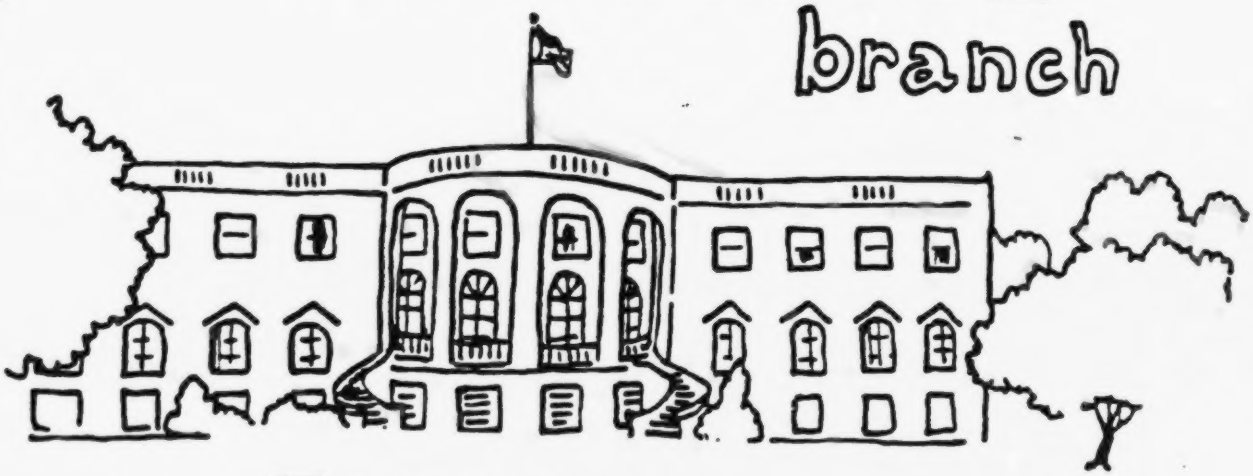
- ▷ State of the Union
- ▷ Budget
- ▷ Economic message

Duties:

- ▷ Leader of the Army and Navy.
- ▷ Makes sure the laws are obeyed.
- ▷ Can veto bills.
- ▷ prepares the Federal Budget.

Fill in the Blanks

The EXECUTIVE branch



The President must be:

- a _____ born citizen (born in the U.S.)
- at least __ years old
- living in the United States for __ years.

Early in each session of Congress, the president delivers a message to Congress in three parts:

- State of the ____
- Budget
- Economic message

Duties:

- Leader of the ____ and Navy.
- Makes sure the ___ are obeyed.
- Can _____ bills.
- prepares the Federal _____

The President's Cabinet

The heads of the Executive departments make up the Cabinet. The Cabinet is appointed by the President and confirmed by the Senate. The Cabinet helps the President. The Cabinet is not written in the Constitution. Most members of the cabinet are called Secretary of (Department); however, the head of the Justice department is called the Attorney General. He represents the government in Court cases.

The Judical Branch: (The Constitution)

Behavioral Objectives: The students will be able to:

- Explain that the courts make up the judicial branch of the government.
- Define the functional role of the judicial branch.
- Explain how the judicial branch exercises its power.
- State that the Supreme Court is the highest court in the land.

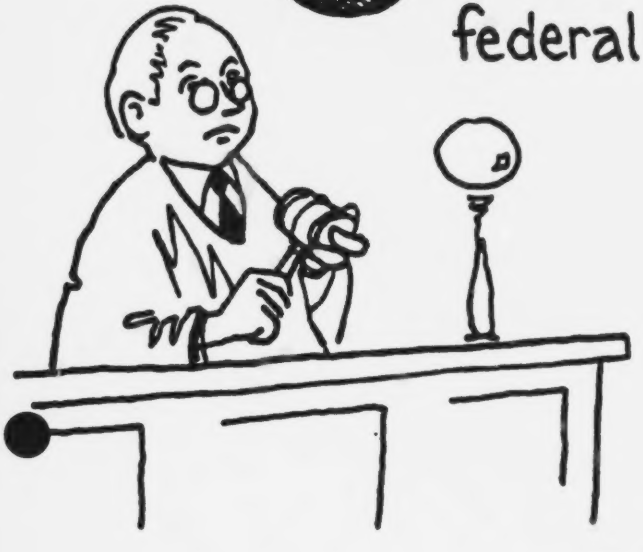
Procedure:

1. Ask students to recall the duties of the judicial branch.
    a. Remind them that the judges make up the judicial branch.
    b. Ask: "Where do the judges work?"
    c. Let students refer to the ditto "Separation of Powers" and have them explain how the judicial branch exercises power.
    d. Letting the students use their notes, list on the board the duties of the judicial branch.
    e. Distribute the ditto "Judicial Branch."
        1) Point out the judge and explain his function.
        2) Ask students to explain their experiences with the courts and police.
        3) Emphasize the job of the judicial branch as defined on the ditto.
    f. Instruct the students that there are many courts in the United States. The most important court is the Supreme Court. Point out the drawing of the Supreme Court building as it appears on the ditto "Judicial Branch."

The JUDICIAL branch

It's job is to:

1. determine if the laws passed by Congress violate the Constitution
2. listen to cases where federal laws are involved.



Judges are appointed by the President.

Break the Code - B

Look at the code. Each letter has a number in this code.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Write the letter for each number on the line above it.

1. $\overline{2}\ \overline{9}\ \overline{12}\ \overline{12} \quad \overline{15}\ \overline{6} \quad \overline{18}\ \overline{9}\ \overline{7}\ \overline{8}\ \overline{20}\ \overline{19}$

2. $\overline{6}\ \overline{18}\ \overline{5}\ \overline{5}\ \overline{4}\ \overline{15}\ \overline{13} \quad \overline{15}\ \overline{6} \quad \overline{19}\ \overline{16}\ \overline{5}\ \overline{5}\ \overline{3}\ \overline{8}$

3. $\overline{3}\ \overline{15}\ \overline{14}\ \overline{19}\ \overline{20}\ \overline{9}\ \overline{20}\ \overline{21}\ \overline{20}\ \overline{9}\ \overline{15}\ \overline{14}$

4. $\overline{5}\ \overline{24}\ \overline{5}\ \overline{3}\ \overline{21}\ \overline{20}\ \overline{9}\ \overline{22}\ \overline{5}$

5. $\overline{12}\ \overline{5}\ \overline{7}\ \overline{9}\ \overline{19}\ \overline{12}\ \overline{1}\ \overline{20}\ \overline{9}\ \overline{22}\ \overline{5}$

Write in Code: Put these words in code. Use the number code above.

6. Judicial _ _ _ _ _ _ _ _

7. Congress _ _ _ _ _ _ _ _

8. House of Representatives _ _ _ _ _   _ _   _ _ _ _ _ _ _ _ _
_ _ _ _ _ _

9. Senate _ _ _ _ _ _

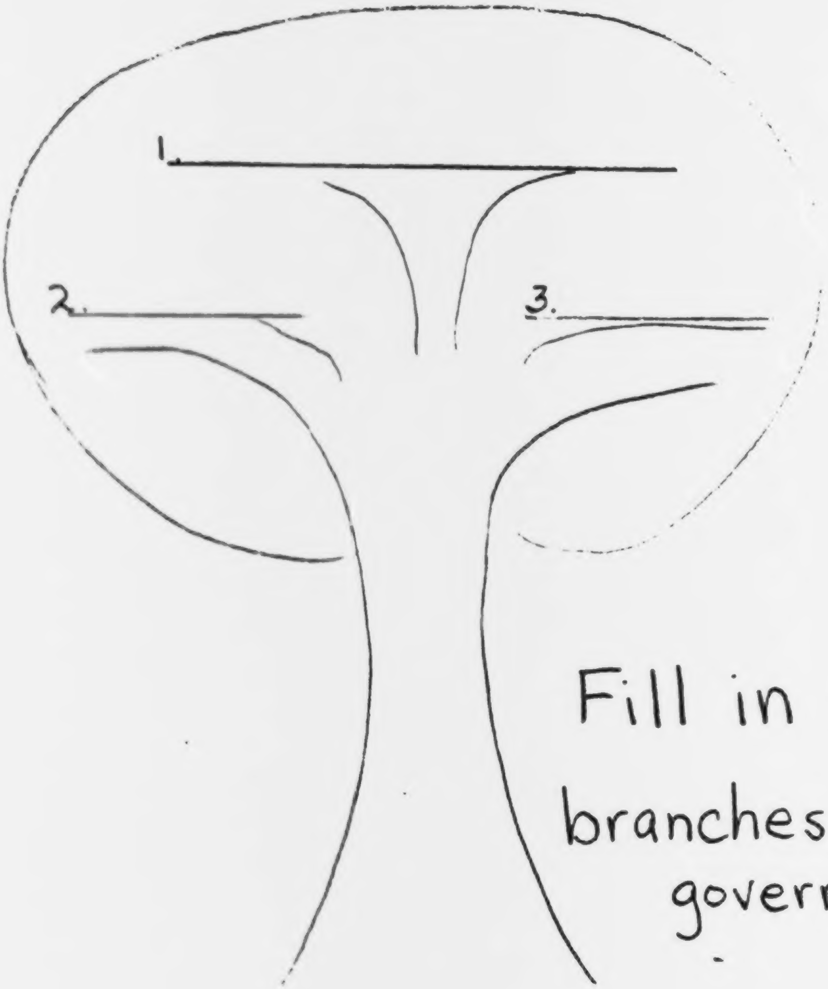
10. Trial by Jury _ _ _ _ _   _ _   _ _ _ _

Key Break the Code Beginning

1. Bill of Rights
2. Freedom of Speech
3. Constitution
4. Executive
5. Legislative

6. 10-21-4-9-3-9-1-12
7. 3-15-14-7-18-5-19-19
8. 8-15-21-19-5 15-6 18-5-16-18-5-19-5-14-20-1-20-9-22-5-19
9. 19-5-14-1-20-5
10. 20-18-9-1-12 2-25 10-21-18-25

The branches of government are ________, ________ and ________.



Fill in the branches of government.

How a Bill Becomes a Law: (The Constitution)

Behavioral Objectives: The students will be able to:

. Explain the principal steps involved for a bill to become a law.

. Explain the principal steps involved in passing a bill over a presidential veto.

. Define the terms "bill" and "veto."

Procedure:

1. As motivation, ask students to list two changes or improvements they would like to make in the United States. Tell students that this change can become a law. Tell students that today they will find out how a bill becomes a law.
2. Ask students which branch of the government makes the laws.
3. Ask students to identify the two houses of Congress.
4. Ask students to identify the building in which Congress meets. Emphasize that the Capitol is divided into two parts. Use the previously prepared dittoes to dramatize this.
5. Tell students that an idea or proposal for a law is a "bill".
6. Using the prepared ditto "How a Bill Becomes a Law":
   a. Explain that a bill may orginate or be proposed by either a member of the House of Representatives or the Senate.
   b. Define the term "majority vote."
   c. Explain that if the bill originates in the House there is much discussion, and then it must pass the House by a simple majority (51%).
   d. Explain that the next step is for this bill to pass the Senate by a simple majority.

    e. Explain that the next step is that the bill goes to the president.
    f. Explain that if the president approves the bill, the president signs the bill.
    g. Explain that a bill becomes a law when the president signs the bill.

7. Emphasize that there are many more steps involved for a bill to become a law. However, the students are just examining basic steps.
8. Tell students that there is another procedure for a bill to become a law. Explain that a bill may still become a law despite the fact the president may reject the bill.
9. Define the term "veto."
10. Using the prepared ditto "How a Bill Becomes a Law - 2", explain the procedure involved for a bill to be passed over the presidential veto.
    a. After the president vetoes a bill, it is returned to the House of Representatives (or the Senate) for discussion and vote. The vote must be a two-thirds vote of approval.
    b. The bill then goes to the Senate and follows the same procedure.
    c. Explain that once the Senate passes the bill with a two-thirds vote of approval, the bill becomes a law.
    d. Emphasize that this second procedure does not require the approval of the president.
    e. Emphasize that this process or procedure is in actuality much more complicated; however, these are the basic steps involved.
11. Review the several ideas that the students originally proposed for changes to be made in the United States. Emphasize that these ideas can benefit the citizens of the United States. Instruct each student to select one of his ideas for a bill. Explain that he is now the bill's

224

sponsor. Also require the bill sponsor to write his bill on a piece of paper. Emphasize that the student who plays the role of bill sponsor must closely observe the discussion involved. Assume that the bill sponsor is a member of the House of Representatives. Divide the class into the two houses of Congress and select a president. The bill sponsor will introduce the bill in the House of Representatives. Discussion involving the merits and shortcomings of the bill should be emphasized. The House will vote. Remind the bill sponsor that if a majority vote is achieved, then the bill goes to the senate. Remind the bill sponsor that he cannot participate in the debate in the senate since he is a member of the House of Representatives. Emphasize that sincere debate must be given and objection and support must be clearly stated. After the Senate discussion, take a vote on this bill in the Senate. If a majority vote is achieved in the Senate, pass the bill on to the president for his personal study. If the president approves the bill, instruct the president to sign the bill. If the bell is vetoed, follow the proper procedure for overriding the presidential veto.

12. After this procedure is completed for each student, the following questionnaire should be distributed to each:
    a. What was the main idea of your bill?
    b. What happened to the bill when it was discussed in the House of Representatives?
    c. Why didn't some congressmen like your bill?

d. How did you try to convince these congressmen that your bill will help the United States?

e. Why didn't some senators like your bill?

f. Repeat procedure "d" for the Senate.

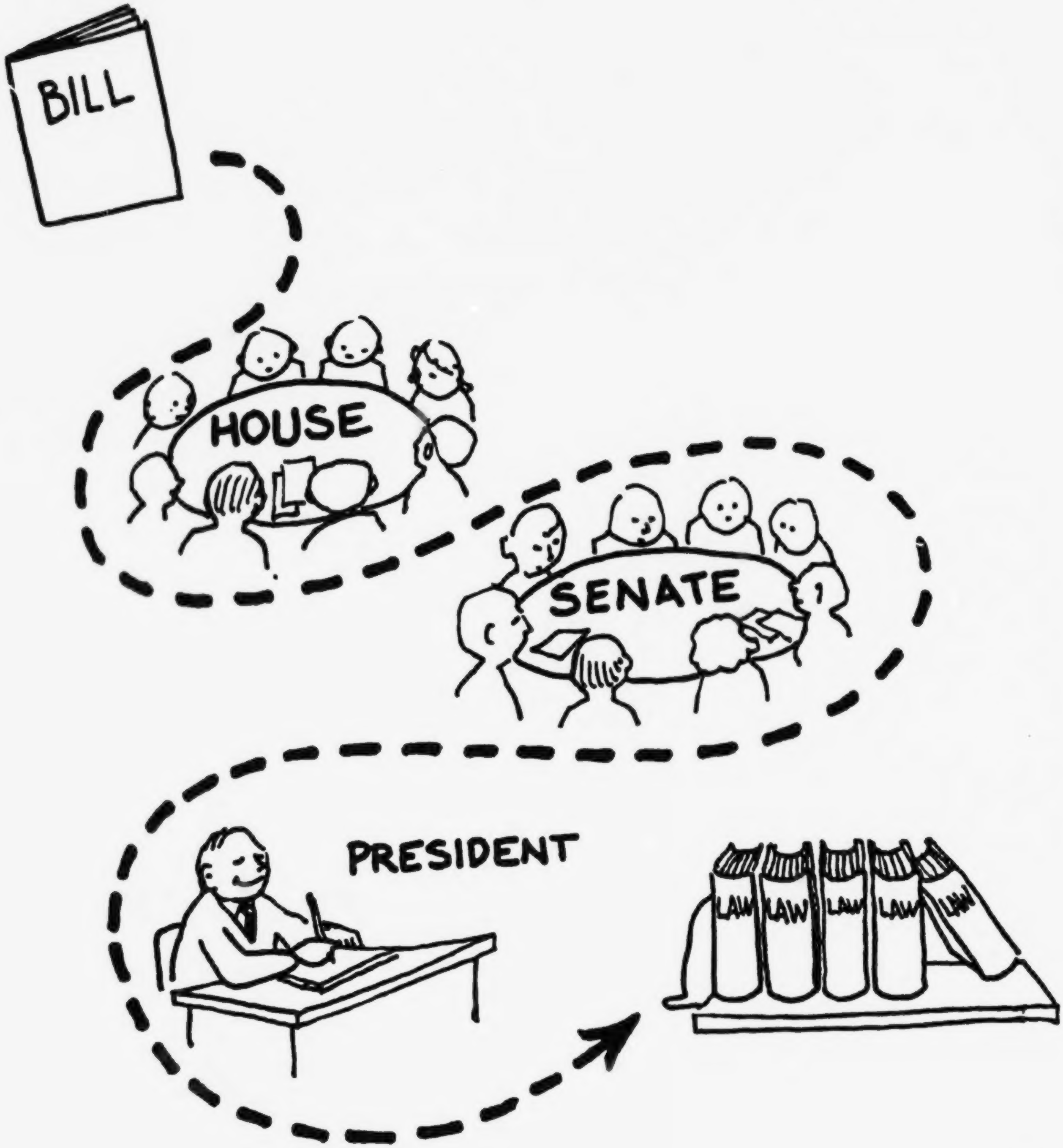
g. Why do you think it often takes a long time for a bill to become a law?

13. Using each completed student questionnaire, conduct a discussion involving the total class.

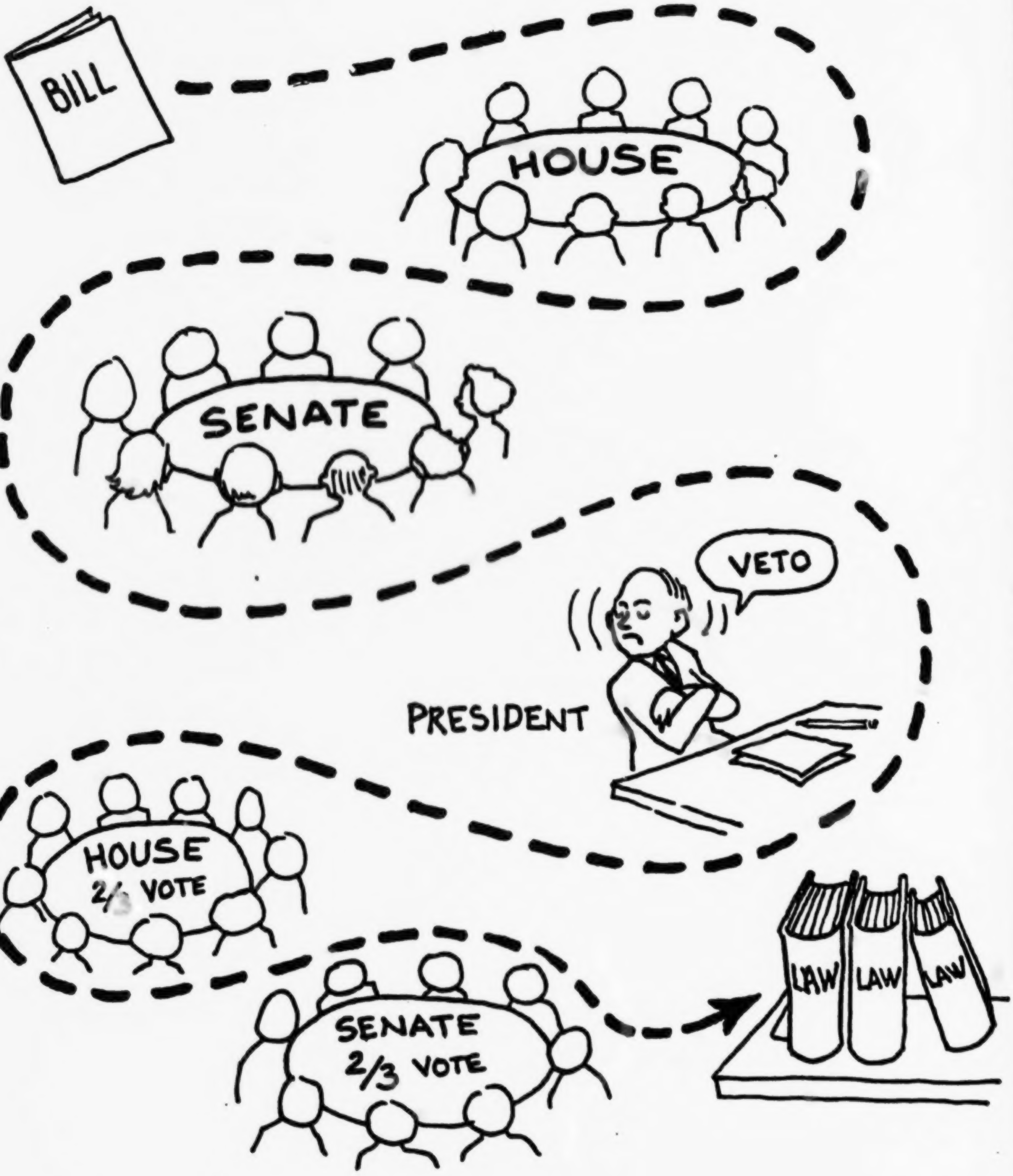
14. List the steps involved for a bill to become a law (both procedures) and cut up each step so that there are many strips. Place these strips of paper into an envelope. Team each student with another and instruct them that they will use two columns representating the two procedures. Instruct them to arrange the strips in the proper order for each procedure.

15, Explain how the passage of a bill over the president's veto is an example of the "Separation of Powers."

HOW A BILL BECOMES A LAW ①


BILL
HOUSE
SENATE
PRESIDENT
LAW
LAW
LAW
LAW
LAW

HOW A BILL BECOMES A LAW ②


BILL
HOUSE
SENATE
VETO
PRESIDENT
HOUSE 2/3 VOTE
SENATE 2/3 VOTE
LAW
LAW
LAW

The bill is discussed in a committee.

The members of the committee listen to anyone in the state who wants to tell why they like or do not like the bill.

THE BILL BECOMES A LAW!

The bill gets signed by the governor.

A member of the Senate or House of Delegates gets an idea for a law. The member writes the idea down in a special form. This is called a "bill".

A vote is taken in both parts of the General Assembly, the Senate and the House of Delegates.

If the bill passes in BOTH parts. . .

Build
A
Law

DIRECTIONS:

Cut the blocks out and paste them on another piece of paper so that they show the steps a bill has to go through before it becomes a law.

Put the first step on the bottom and build UP.

An alternative method of presentation of "How a Bill Becomes a Law" is the strip story. See "Instructional Techniques" in the unit on School orientation.

The Bill of Rights: (The Constitution)

Behavioral Objectives: The students will be able to:

- Demonstrate their comprehension of the word "amendment" by suggesting changes in school rules.
- State that there are two steps in the process of amending the Constitution of the United States.
- Review the definition of the word "rights."
- Describe the first ten amendments of the Constitution as the "Bill of Rights."
- List the freedoms guaranteed in the Bill of Rights. These are the freedoms:
  - a. Of religion
  - b. Of speech
  - c. Of the press
  - d. From unreasonable search of person
  - e. From unreasonable search of property
  - f. From unreasonable fine or punishment
  - g. From having to be a witness against oneself
  - h. From being tried twice for the same crime
  - i. From a government with too much power. (States and people have a right to make decisions.)
  - j. Right to know charges if arrested
  - k. Cannot be deprived of life, liberty or property without due process of law
  - l. Private property cannot be taken without payment
  - m. To have a lawyer
  - n. To remain silent when arrested
  - o. Not to have soldiers live in your home

Procedure:

1. Indicate that the first step in the adoption of an amendment can be accomplished in one of the following ways:
   - a. Passed by Congress by two-thirds vote.

   b. Two-thirds of state legislatures can apply to Congress for a convention at which the amendment is proposed.

2. Show that the second step in the adoption of an amendment is that the amendment must be ratified (approved.)
3. List the first ten amendments on the board and help students understand the content.
4. Teach the following vocabulary items:
   a. Constitution - laws of the United States
   b. Amendment - a change in laws
   c. Congress - a group of elected representatives
   d. Convention - meeting of a group of people
   e. Rights - things you may do when living in the United States
   f. Vote - decide yes or no
   g. Propose - suggest
   h. Ratify - pass or approve
   i. Bill - plan for a new law
   j. Reasonable - fair
   k. Unreasonable - unfair
   l. Press - the newspapers and magazines
   m. Property - what you own

Other Ideas of the Constitution:

Behavioral Objectives: The students will be able to:

- Explain the concept of a federal government as defined in the Constitution.
- Explain the concept of the supremacy of the federal government over the state governments.
- Explain the concept of a limited government.

Procedure:

1. Introduce the idea that the government has power. However, the powers of government are held by the national government as well as the state government.
2. After pre-teaching vocabulary, introduce the following reading:

The Powers of Government

The government's powers are in the hands of two types of government: the states and the government in Washington, D.C. The government in Washington, D.C. is the national government. The national government rules over all the states of the United States. The state governments only rule over their own state. Each government has power to do certain things. However, the national government has more power than the state government. The national government is the central government of the United States. The national government is called the federal government.

Distribute the next reading selection:

A Limited Government

The people give the government its power. The national government cannot do everything it pleases to do. The powers of the national government are listed in the Constitution. This idea is called "limited government."

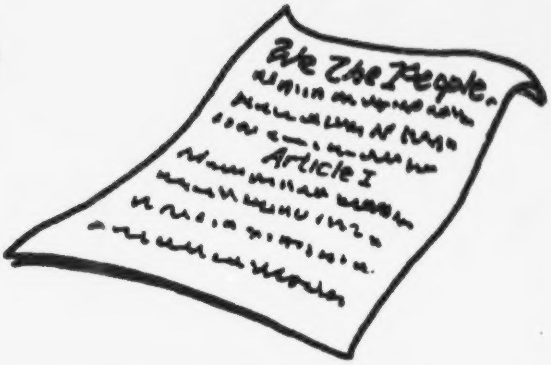
After pre-teaching vocabulary, distribute the following reading selection:

The Supremacy of the Federal Government Over the State Governments

The state governments cannot stop the federal government from using its power. The powers of the federal government are listed in the Constitution. If there is a dispute between the state and federal governments, the Supreme Court listens to this case and decides the case.

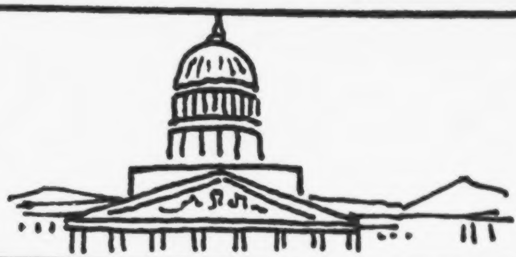
1. To further reinforce it, distribute a ditto of "The United States Constitution Represents."
   a. Discuss each concept with the students.
   b. Instruct students to write a paragraph that explains each concept.
2. To further reinforce the concept of democracy in the American government, distribute and discuss the prepared ditto "The People Control the Government."
3. Lead a discussion concerning the topic "Separation of Powers" as evidenced in the judicial review of the Supreme Court regarding disputes between the federal government and the state governments.

THE UNITED STATES CONSTITUTION REPRESENTS...


We The People
Article I

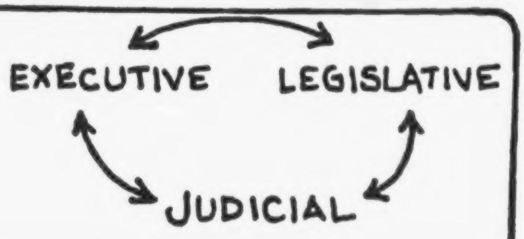
1 GOVERNMENT BY THE PEOPLE

2 A FEDERAL GOVERNMENT



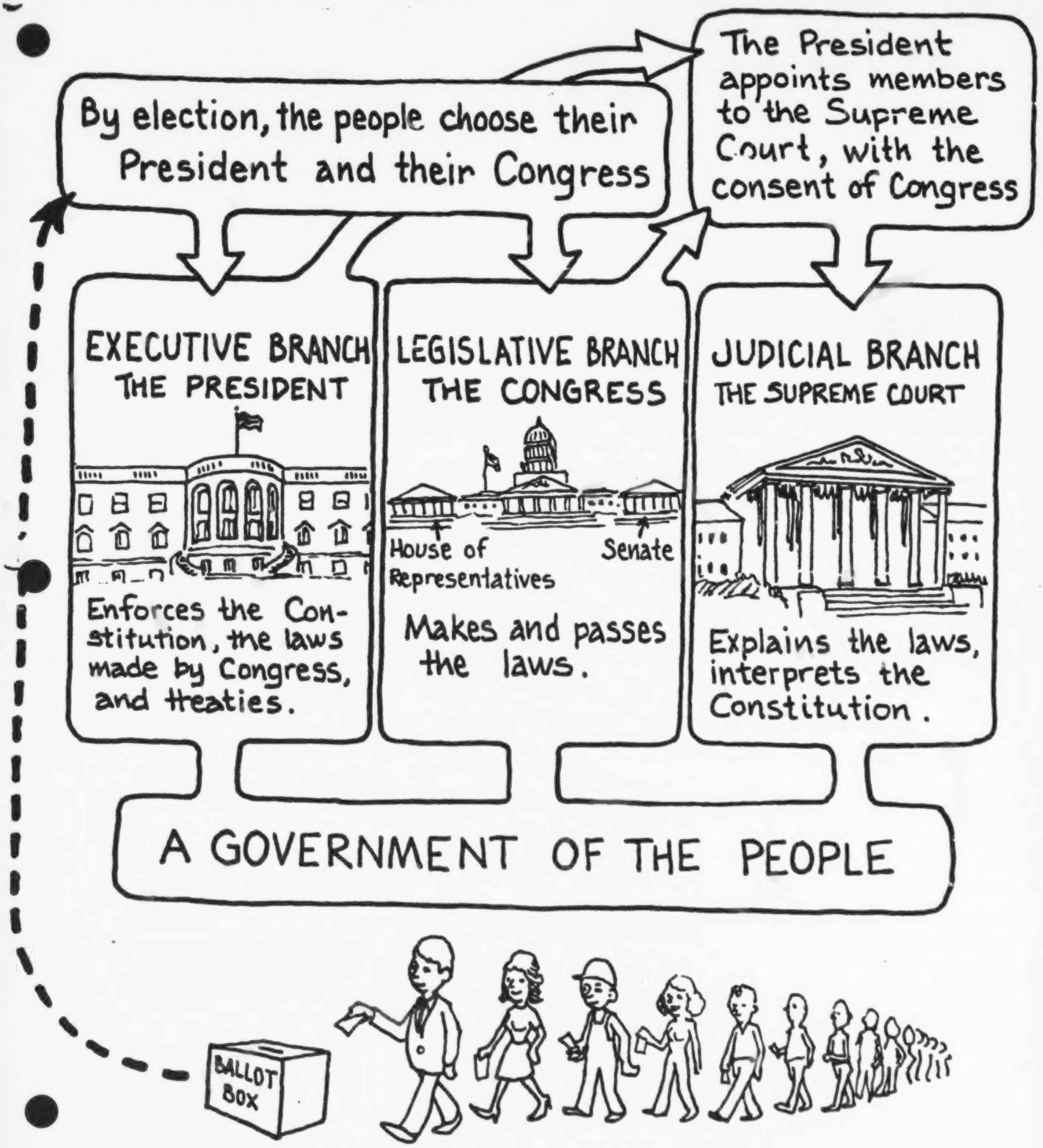
3 A LIMITED GOVERNMENT

4 A SEPARATION OF POWERS


EXECUTIVE
LEGISLATIVE
JUDICIAL

5 SUPREMACY OF FEDERAL OVER STATE GOVERNMENTS

THE PEOPLE CONTROL THE GOVERNMENT



By election, the people choose their President and their Congress

The President appoints members to the Supreme Court, with the consent of Congress

EXECUTIVE BRANCH
THE PRESIDENT

Enforces the Constitution, the laws made by Congress, and treaties.

LEGISLATIVE BRANCH
THE CONGRESS

Makes and passes the laws.

JUDICIAL BRANCH
THE SUPREME COURT

Explains the laws, interprets the Constitution.

A GOVERNMENT OF THE PEOPLE

Citizenship

Behavioral Objectives: The students will be able to:

. Define these terms.

  a. citizen
  b. alien
  c. immigrant
  d. refugee
  e. naturalization
  f. duty
  g. tax
  h. naturalized citizen

. List some of the duties of citizenship.

. List some of the duties of aliens.

. Describe the special duties that citizens of the United States have that are denied to aliens, using the chart on "Some Rights and Duties Under our Way of Life."

. Name some of the privileges immigrants enjoy in the United States.

. Describe the naturalization process.

Procedure:

Introduce the following terms:

a. Citizen - a person who has full membership in a country

b. Alien - a person given permission to work or study in the United States.

c. Immigrant - a person who comes to the United States with the permission of the government and with the intention of becoming a citizen.

d. Refugee - a person who has come to the United States from a politically oppressed situation as identified by Congress.

Distribute the following reading and define the following terms:

1. duty
2. tax (taxes)
3. naturalized

Citizenship

A citizen is a person who has full privileges in a country. A citizen also has special duties. Generally, a person born in a country is a citizen.

A non-citizen is a person who lives in a country but is not a citizen. A non-citizen may become a citizen. The process by which a non-citizen becomes a citizen is called naturalization. It makes no difference if a person is a citizen by birth or by naturalization in the United States. There is only one kind of American citizenship.

Citizenship - Part 2

All persons in the United States are citizens or non-citizens. Citizens are born in the United States or are naturalized. Both citizens and non-citizens of the United States have many duties. A citizen and a non-citizen pay taxes. If there is a war, both citizens and some non-citizens must fight for our nation. Also, a citizen and an alien must obey the laws of the United States. Non-citizens and citizens must have fair trials and freedom of speech.

Citizens of the United States have a special duty that non-citizens do not have. Citizens help to govern their country. Citizens register to vote. Citizens study the issues. Citizens vote intelligently. These duties are important.

Use the following matching drill:

a. citizen	_____	a person who lives in a country but is not a citizen
b. alien	_____	something you must do
c. naturalization	_____	a person who has full membership in a country
d. duty	_____	the process by which a person becomes a citizen of another country

Identify the following as being true or false:

a. ______ Non-citizens cannot vote.
b. ______ All non-citizens become citizens.
c. ______ Non-citizens do not pay taxes.
d. ______ Citizens must defend their nation in time of war.

Distribute the following reading:

Citizenship - Part 3

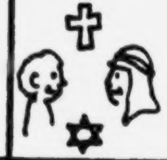
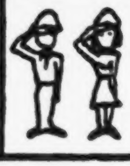
An immigrant is a person who comes to live in another country. The immigrant left his own nation. An immigrant can stay in the United States forever. An immigrant may own land, work, and move to another state. An alien must keep a special card. This card is green. This card is called an Alien Registration Card.

Citizenship - Part 4

After a non-citizen lives in the United States for five years and is at least 18 years old, a non-citizen may become a citizen of the United States. This process is called naturalization.

The non-citizen must come to the United States legally. A non-citizen must be loyal to the United States. The non-citizen must not try to fight against the United States. The non-citizen must have good character. This person must be able to speak, understand, read, and write English. The non-citizen must take a test on the government and history of the United States.

Some Rights and Duties under our Way of Life

RIGHTS	DUTIES
Freedom of worship.	 To practice religious tolerance.
Freedom of speech and press.	To speak truth and to respect the opinions of others.
Freedom of assembly and petition.	To refrain from mob action.
Trial by jury.	To serve on juries when called; to give evidence; to help prevent crime. ★
Protection against unreasonable search and seizure of person and property.	To obey the law, to respect public or private property, and to use property for lawful purposes only.
Right to participate in government and to benefit from the services of government.	To pay taxes for the maintenance of government. ★
Right to vote secretly in national and local elections. ★	To keep informed on issues, to vote intelligently, and to keep tab on performance of elected officials. ★
Right to make contracts and start and manage businesses.	To fulfill contracts and meet financial obligations, and to be mindful of public interest.
Right to keep and bear arms.	 To serve as needed in the Armed Forces. ★

★ Denied to aliens

Match the Rights and Duties under our Way of Life

RIGHTS

1. ___

Right to make contracts and start and manage businesses.

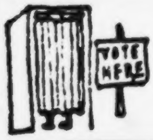
2. ___

Right to keep and bear arms.

3. ___

Protection against unreasonable search and seizure of person and property.

4. ___



Right to vote secretly in national and local elections. ☆

5. ___

Trial by jury.

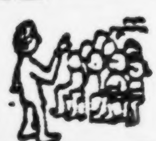
6. ___

Freedom of speech and press.

7. ___

Right to participate in government and to benefit from the services of government.

8. ___



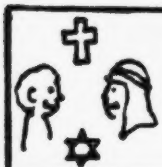
Freedom of assembly and petition.

9. ___

Freedom of worship.

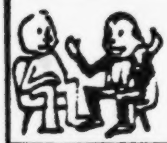
DUTIES

A.



To practice religious tolerance.

B.



To speak truth and to respect the opinions of others.

C.

To refrain from mob action.

D.

To serve on juries when called; to give evidence; to help prevent crime. ☆

E.

To obey the law, to respect public or private property, and to use property for lawful purposes only.

F.

To pay taxes for the maintenance of government. ☆

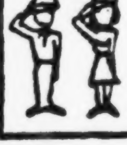
G.

To keep informed on issues, to vote intelligently, and to keep tab on performance of elected officials. ☆

H.

To fulfill contracts and meet financial obligations, and to be mindful of public interest.

I.



To serve as needed in the Armed Forces. ☆

☆ Denied to aliens

Key

Match the Rights and Duties under our Way of Life

RIGHTS

1. H

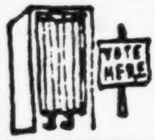
Right to make contracts and start and manage businesses.

2. I

Right to keep and bear arms.

3. E

Protection against unreasonable search and seizure of person and property.

4. G


Right to vote secretly in national and local elections. ☆

5. D

Trial by jury.

6. B

Freedom of speech and press.

7. F

Right to participate in government and to benefit from the services of government.

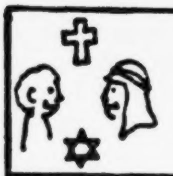
8. C

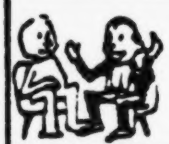
Freedom of assembly and petition.

9. A

Freedom of worship.

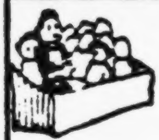
DUTIES

A.

To practice religious tolerance.

B.

To speak truth and to respect the opinions of others.

C.

To refrain from mob action.

D.

To serve on juries when called; to give evidence; to help prevent crime. ☆

E.

To obey the law, to respect public or private property, and to use property for lawful purposes only.

F.

To pay taxes for the maintenance of government. ☆

G.

To keep informed on issues, to vote intelligently, and to keep tab on performance of elected officials. ☆

H.

To fulfill contracts and meet financial obligations, and to be mindful of public interest.

I.

To serve as needed in the Armed Forces. ☆

☆ Denied to aliens

Match the word with it's meaning.

1. ___	Constitution	A.	Makes laws
2. ___	Legislative	B.	Sees that laws are obeyed
3. ___	Bill of Rights	C.	A set of ideas and and rules
4. ___	Judicial	D.	First 10 Amendments to the Constitution
5. ___	Executive	E.	Decide the meaning of laws
6 ___	Bill	F.	An idea or proposal for a law

Key

Match Word and Meaning

1. c
2. a
3. d
4. e
5. b
6. f

What are your Rights
Given by the Constitution

Read the following examples.

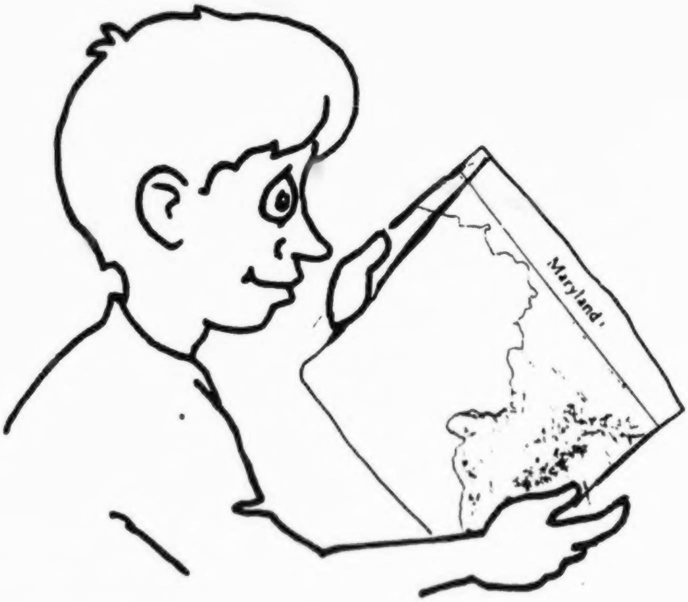
1. Sany's father lost his job because he went to a Buddist temple.
2. A group of Cambodian students met in front of their apartment building. Bona's father told them to go home. Do they have to go?
3. You saw a boy break a school window. Should you tell the principal?
4. Kung has been in the United States three weeks. It is election day. Can he vote?
5. The Washington Post says we need a new president. Can the newspaper say this without getting into trouble?
6. Some people say the way to stop crime in the U.S. is to get rid of all guns.
7. Drugs have been sold in school. The principal announces that all lockers will be searched.
8. You have not paid your rent in three months. Can your landlord make you move?
9. Souvanthong's father talked against the government of the United States. The police came and arrested him.

Answer these questions for each example.

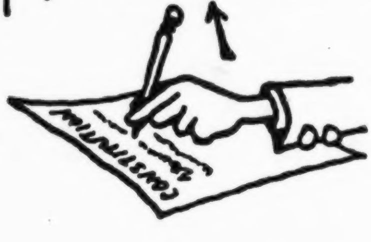
Is this constitutional?
Is this legal?
Is this a right written in the Constitution?

If the answer is no, tell why.
Use "Some Rights and Duties under our Way of Life" paper for help.

THE CONSTITUTION of the State of Maryland



A constitution is a set of ideas and rules which a group of people think up, write down, and agree to follow.


CONSTITUTION

Important Terms To Know

General Assembly

Governor

state

delegate

House of Delegates

presiding

pardons

criminals

civil

interprets

definitions will be in text

New Words To Learn

Maryland

General Assembly:	The legislative branch
Governor:	Leader of the executive branch
State:	An independent unit of government. There are 50 in the United States.
House of Delegates:	The larger of the two law making bodies of the General Assembly.
Senate:	The smaller of the two law making bodies of the General Assembly.

MARYLAND CONSTITUTION

Separation of Powers: (The Maryland Constitution)

Behavioral Objectives: The students will be able to:

- Define the term "Separation of Powers."
- List the three branches of state government.
- Identify the governor as representing the executive branch of the state government.
- Cite the judges as representing the judicial branch of the state government.
- Identify the General Assembly as representing the legislative branch of the state government.

Procedure:

1. Clear any vocabulary obstacles that will be encountered in the reading "Separation of Powers."
2. Motivate the reading selection "Separation of Powers."
3. Distribute the ditto "Separation of Powers."
4. To reinforce the ditto "Separation of Powers", devise the following:
   a. A sentence-completion drill
   b. A true-false drill.
   c. Questions for students to answer both orally and in written form.
5. Reinforce the reading selection with the chart "Separation of Powers."

Separation of Powers

The State Constitution divides the state government into three parts. These parts are also called branches. Each branch has some power in the government. Because each branch has some power, we call this the "Separation of Powers."

One branch of the state government is the General Assembly. The people of Maryland elect representatives who vote for them in the General Assembly. These representatives make the laws for the state of Maryland. The General Assembly has the power to make laws. This branch is the legislative branch of the state government.

The second branch consists of the judges. The judges have power. They decide the meaning of the laws. The judges help us when people do not agree on the meaning of the laws. Also, the judges make sure the laws do not break the laws of the Constitution. This branch is the judicial branch.

The third part of the state government is the governor. The governor has power. The governor sees that the laws are obeyed. The governor has the power to enforce the laws. The governor can pardon. This branch is the executive branch of the state government.

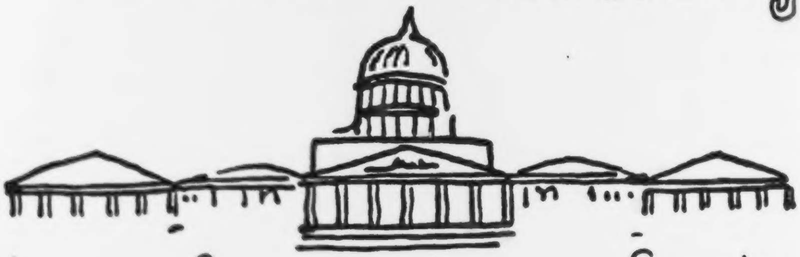
The state Constitution divides the government into three branches so that no part of the government can get too much power. Thus, a few people cannot control the whole state.

MARYLAND

SEPARATION OF POWERS

① LEGISLATIVE branch

General Assembly



House of Delegates
141

Senate
47

② EXECUTIVE branch

Governor

③ JUDICIAL branch

Judges
250

The Legislative Branch: (The Constitution of the State of Maryland)

Behavioral Objectives: The Students will be able to:

- Explain that the legislative branch has two houses.
- Identify the two houses of the General Assembly
- Give the length of the terms for delegates and senators.
- List the qualifications for both the members of the Senate and the members of the House of Delegates.

Procedure:

1. Explain that the legislative branch is the General Assembly.
2. Explain the General Assembly has two houses.
3. Distribute the ditto "The Maryland Legislative Branch."
    a. Emphasize the two houses of the General Assembly , the number of members in each house, the age requirement, the citizenship requirement.
    b. Emphasize the residency requirement and the length of each term for a senator and a delegate.
4. To reinforce this information, devise each of the following:
    a. A true-false drill
    b. A sentence-completion drill
    c. Questions to be answered orally and in written form.
        1. What do you know about how the legislative branch of Maryland government works?
        2. What do you know about the local legislative process in your country?

MARYLAND

The LEGISLATIVE branch

House of Delegates
141*1986
Delegates

Senate
47*1986
Senators

* The General Assembly can change these numbers *

The presiding officer is The Speaker of the House of Delegates.

There are 141 members of the House of Delegates

Each must be:

- at least 25 years old
- an American citizen
- a resident of Maryland for at least one year

A term is for 4 years

The presiding officer of the Senate is the President of the Senate.

There are 47 senators

Each must be:

- at least 25 years old
- an American citizen
- a resident of Maryland for at least one year

A term is for 4 years.

The Executive Branch: (The Constitution of the State of Maryland)

Behavioral Objectives: The students will be able to:

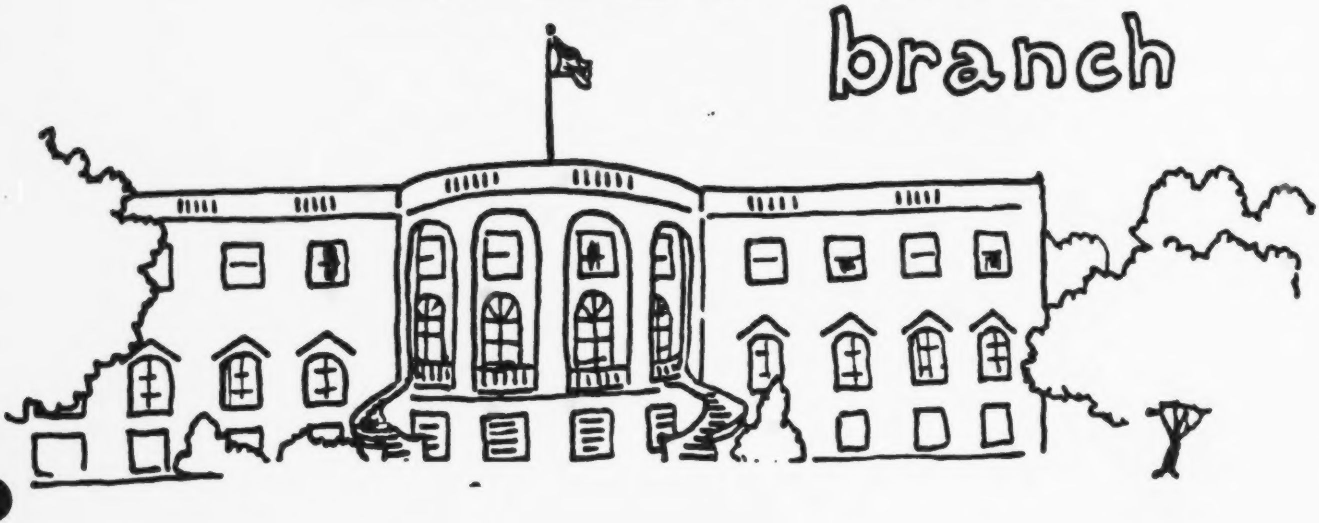
- Explain the function of the executive branch.
- List the qualifications for the governor.

Procedure:

1. Ask students to recall information from the reading selection "Separation of Powers" concerning the powers and duties of the governor.
    a. Review these three powers of the governor:
        1. The governor makes sure the state government works right.
        2. The governor makes sure the laws are obeyed.
        3. The governor can give pardons to criminals.
    b. Discuss fully with the students each of these powers and duties. Be sure to tell them that there are more duties of the governor.
    c. Instruct students to copy the duties of the governor in their notebooks.
    d. Emphasize that the governor is the key figure of the executive branch of the state government.

MARYLAND

The EXECUTIVE branch



The Governor must be:

- ▷ a citizen of the U.S.
- ▷ at least 30 years old
- ▷ living in Maryland for the past 2 years

The Governor is limited to serving 2 terms at a time.

Duties:

- ▷ Makes sure the state govemment works right
- ▷ Makes sure the laws are obeyed
- ▷ Can give pardons to criminals

The Judicial Branch: (The Constitution of the State of Maryland)

Behabioral Objectives: The students will be able to:

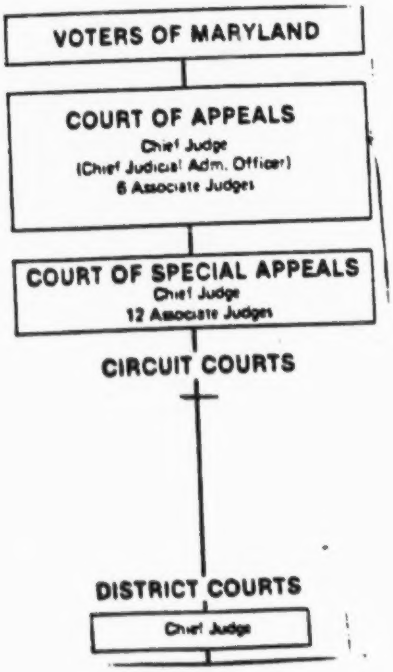
- Explain that the courts make up the judicial branch of the state government.
- Define the functional role of the judicial branch.
- Explain how the various judicial branches exercise their power.
- State that the Court of Appeals is the highest court in Maryland.

Procedure:

1. Ask students to recall the duties of the judicial branch.
   a. Remind them that the judges make up the judicial branch.
   b. Ask: "Where do the judges work?"
   c. Let students refer to the ditto "Separation of Powers" and have them explain how the judicial branch exercises power.
   d. Letting the students use their notes, list on the board the duties of the judicial branch.
   e. Distribute the ditto "Judicial Branch."
      1) Point out the judge and explain his function.
      2) Ask students to explain their experiences with the courts.
      3) Exphasize the job of the judicial branch as defined on the ditto.
   f. Instruct the students that there are many courts in the state of Maryland. The most important court is the Court of Appeals.

MARYLAND

The JUDICIAL branch


VOTERS OF MARYLAND
COURT OF APPEALS
Chief Judge
(Chief Judicial Adm. Officer)
6 Associate Judges
COURT OF SPECIAL APPEALS
Chief Judge
12 Associate Judges
CIRCUIT COURTS
DISTRICT COURTS
Chief Judge

VOTERS OF MARYLAND

COURT OF APPEALS

Highest Court in Maryland
- Interpretes Laws
- Appeals cases from lower courts

COURT OF SPECIAL APPEALS

Appeals from lower courts except cases involving death penalty

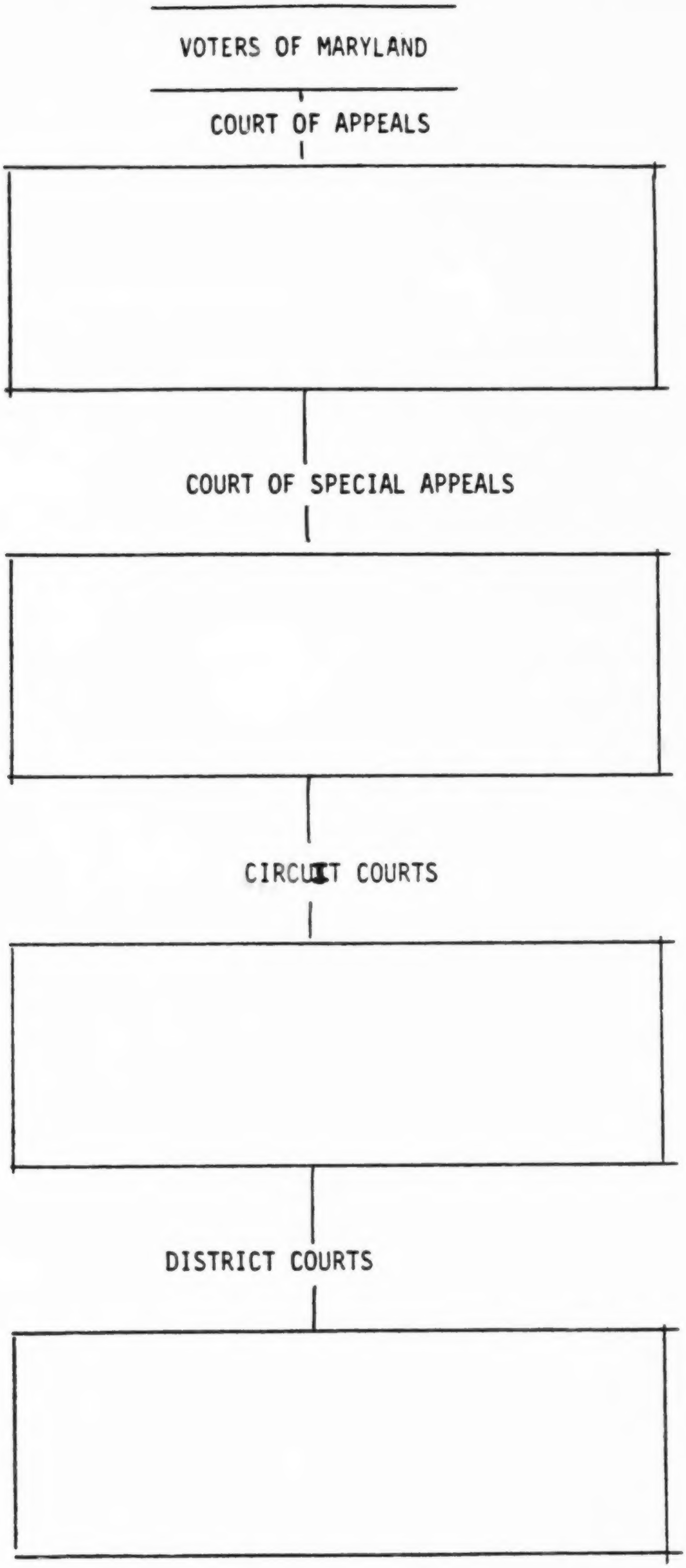
CIRCUIT COURTS

Hears
- major civil
- more serious crimes
- appeals from district

Has 12 member jury

DISTRICT COURTS

Hears
- traffic cases
- criminal cases
- civil cases
- misdemeanors


VOTERS OF MARYLAND
COURT OF APPEALS
COURT OF SPECIAL APPEALS
CIRCUIT COURTS
DISTRICT COURTS

Fill in the duties of the courts.

MARYLAND GOVERNMENT WORDSEARCH

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D E U P B O I E H K H L D G R B S N Y U T M K C C V J W D M Z J P P H V
W F A F S V E K G W O B X F K Z I A A E O P P H X F V F O A L L O D U L
G V F G Y S A X C W U E E M R M T Z E V M A U O U V M X D R C X O V S F
F P T S K A Z S N X S F L T E R M M V Z V G Y X U T T G G Y A K L A L Z
C X J M B E H P K E E I A A F O U R Y E A R S F J G F I J L I Q U B P Q
Z O L J D C Q E D Y O A S A U O Y S R F I I U I A R E F E A V T J X Q I
V Y R T S B Y N B I F R Z V L V B M R A Z D Y M G H R I P N N S V X T S
X T C T O I G H Y V D O M U N S U K C O B O M Y G F J U B D W O C K T K
I G R S M N A N Y E E P A R T Y L R S C I Y O C A M O E P K W K L D U R
Q Z L Z T D J H L P L I H T G E N E R A L A S S E M B L Y C K W C N R U
U M H V E Z U N X X E Z D A P Q W C Z S C E C G M B R B R E A W M B K C
A L O D K G F W G J G C Z J D X B D S E K S N L X D T P C Y X A B U B W
I Y N O N K U Q J U A S D S V X H D R M Y E T F N U V C O N Y C L D Q W
Y U F W E W P P M H T N Y N T F M X N V M E O R M V C G N I G I U C T Y
S E W S Z T X E X I E M C I T I Z E N L X I V O C T Z D S N S V V D O T
E B E Y E Q D K M U T U X O R R C L U O C G Q C O I E N T T Z I N X R Z
N D S F R K W R F I O D H S T V T F M H O D R R U X B P I E S L L S X Q
A B E W B P Z I D B S B Q F V V G O V E R N O R R Q I B T R S J Y M N T
T F N F E B T K P S R L Z R N D W P M C Z C H H T K K B U P T I B L S I
E B A N I B A P P K O L T A O S Z R M T S T N T O Z Y E T R J W X M Z R
C U T N J G R D E L E G A T E B O V C Q P D R N F X M E I E W E P K F A
U C O C U C K G O T Z L P U A N W V I Y R K G G A T A M O T L R X E Q S
B P R S B T A S D R Z E K S A S O X X C E Z Q H P G H D N S Z F X W Q E
L G S O X C H I I X V G W T Q O G Y N C S W F M P F Q I Y X K B Q A M A
B F Q V A T F Y M C N I J K T M F O E W I Q G Z E R H S S E Y M D Q X F
E L U R R S C W T G L Z G Y P C I H A L D Z L X A C C T V D I L E L K E
U Q U N N U K I C K J M S A R I W T V W I N E G L Z R R R H U U O Z V C
B Q P A R D O N S D B E S E S M U S E W N U T V S A I I V K E M D G H D
M R H M L S K O Q V Q X X Z O O O Z F J G Q U B J H M C U G F F O P G E
E G K Z K J I T O B Q F Q A X I F W G C Y L H D H Q I T N E D S M S S Q
K R R O N F E C J X I T S D Y T Y J O P R A I C G W N C S T A T E P X C
C W P N U H U Z P D Q Q P X Y Y X O O T G Q D C N E A O X I N Q W J N I
S L S T H E Y A D L R I D H H N K H A H P V W M L J L U F X L Q U E W P
X F L U S N W D V T B E Q X V H B G D C D S C B X Z S R K H N B D A T T
W G W H R T C J K R T O R W E R E S I D E N T A A M Q T N L J B A J C D
U V I N M C D G P G T A Y Q R L S H P Q K M R J X Z Z E G Z A C C J L K
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WORDS

GENERAL ASSEMBLY
DELEGATE
PARDONS
INTERPRETS
RESIDENT
CITIZEN
COURT OF APPEALS
GOVERNOR
HOUSE OF DELEGATE
CRIMINALS
SENATE
FOURYEARS
CONSTITUTION
DISTRICT COURT
STATE
PRESIDING
CIVIL
SENATORS
TERM
MARYLAND

MARYLAND GOVERNMENT WORDSEARCH ANSWER KEY

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. . . . . . . . . . H . . . . . . . . . . . . . . . . . . M . . . . . .
. . . . . . . . . . O . . . . . . . . . . . . . . . . . . A . . . . . .
. . . . . . . . . . U . . . . . . . . . . . . . . . . . . R . . . . . .
. . . . . . . . . . S . . T E R M . . . . . . . . . . . . Y . . . . . .
. . . . . . . . . . E . . . F O U R Y E A R S . . . . . . L . . . . . .
. . . . . . . . . . O . . . . . . . . . . . . . . . . . . A . . . . . .
. . . . . . . . . . F . . . . . . . . . . . . . . . . . . N . . . . . .
. . . . . . . . . . D . . . . . . . . . . . . . . . . . . D . . . . . .
. . . . . . . . . . E . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . L . . . G E N E R A L A S S E M B L Y . . . . . . .
. . . . . . . . . . E . . . . . . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . G . . . . . . . . . . . . . . . . . C . . . . . . .
. . . . . . . . . . A . . . . . . . . . . . . . . . . . O . . C . . . .
. . . . . . . . . . T . . . . . . . . . . . . . . . . . N I . I . . . .
S . . . . . . . . . E . C I T I Z E N . . . . . C . . . S N . V . . . .
E . . . . . . . . . . . . . . . . . . . . . . . O . . . T T . I . . . .
N . S . . . . . . . . . . . . . . . . . . . . . U . . . I E . L . . . .
A . E . . . . . . . . . . . . . G O V E R N O R R . . . T R . . . . . .
T . N . . . . . . . . . . . . . . . . . . . . . T . . . U P . . . . . .
E . A . . . . . . . . . . . . . . . . . . . . . O . . . T R . . . . . .
. . T . . . . D E L E G A T E . . . . . P . . . F . . . I E . . . . . .
. . O . . . . . . . . . . . . . . . . . R . . . A . . . O T . . . . . .
. . R . . . . . . . . . . . . . . . . . E . . . P . . D N S . . . . . .
. . S . . . . . . . . . . . . . . . . . S . . . P . . I . . . . . . . .
. . . . . . . . . . . . . . . . . . . . I . . . E . . S . . . . . . . .
. . . . . . . . . . . . . . . . . . . . D . . . A . C T . . . . . . . .
. . . . . . . . . . . . . . . . . . . . I . . . L . R R . . . . . . . .
. . P A R D O N S . . . . . . . . . . . N . . . S . I I . . . . . . . .
. . . . . . . . . . . . . . . . . . . . G . . . . . M C . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . I T . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . N C S T A T E . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . A O . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . L U . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . S R . . . . . . . .
. . . . . . . . . . . . . . . R E S I D E N T . . . . T . . . . . . . .
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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A Dialogue About the Maryland Constitution.

Maria: I don't understand why we have to study the Maryland Constitution.

Teacher: In Maryland laws are very important. Each resident of our state needs to understand the State Constitution. They should know the rights it gives them. They need to understand their duties. The leaders need to know what they can and can not do.

Maria: Do you mean even the judges must obey the State Constitution?

Teacher: Yes! The Judges, the Governor and the General Assembly must obey. They must do their job just like the Constitution tells them.

Questions on the Constitution of the State of Maryland.

1. What does the State Constitution tell the Governor to do?

   ____

2. What does it tell the General Assembly to do?

   ____

3. What does it tell the Judges to do?

   ____

4. Write a dialogue about a country where the constitution is not important and people do not have power.

   ____

   ____

   ____

The General Assembly: (The Constitution of the State of Maryland)

Fill in the missing numbers:

1. The General Assembly is divided into _____ parts.
2. The _________ and _________ __ ___________ make up the General Assembly.
3. Delegates must be at least ____ years old and State Senators must be ____ years old.
4. Delegates and State Senators serve _____ year terms.
5. There are presently _____ State Senators and _____ Delegates.

The Governor: (The Constitution of the State of Maryland)

Who can be Governor? Write yes or no in the blanks.

_____ 1. A forty-year-old black woman, born in New York City living in Baltimore, Maryland for 5 years.

_____ 2. A twenty-one-year-old Cambodian student who attends the University of Maryland.

_____ 3. A sixty-year-old grandfather who has lived in D.C. all of his life.

_____ 4. Mr. Nugyen, a thirty-one-year-old state senator in Maryland.

_____ 5. A thirty-year-old refugee from El Salvador who has lived in Maryland for six months.

Dialogue Key

1. Enforce laws, pardon criminals
2. make laws
3. Interpret laws, punish criminals

Fill in Key: The General Assembly

1. 2
2. Senate, House of Delegates
3. 25, 25
4. 4
5. 47, 141

The Governor Key

1. Yes
2. No
3. No
4. Yes
5. No

STATE OF MARYLAND

Answer the following questions about the Constitution of the State of Maryland.

1. The Constitution of Maryland has _______.
2. The _______ of the State Constitution are the most important laws of the State of _________.
3. These important laws are the _____________ of Maryland.

True-False

_____ 1. The Constitution of Maryland has the rules for the government of Maryland.

_____ 2. These rules are not important.

_____ 3. No other laws can be made against the ideas of the Constitution.

_____ 4. The Government of Maryland must obey the laws of the Maryland Constitution.

_____ 5. The Government of Maryland must obey the laws of the United States.

Answer in sentences:

1. Why is there a Constitution of the United States?

2. Why is there a Constitution of Maryland?

Fill in the blanks:

The Constitution of the State of _________ divides the government into _____ parts. These _______ are also called branches. Each ______ has some power in the government. Because each branch has some _______, we call this the "____________________".

One branch is the General ________. The people of ________ elect _______________ to make the laws for the State of __________. The General Assembly has the power to make _____. This branch is the ____________ branch of the Maryland Government.

The second _______ consists of the judges. The _______ have power. They decide the meaning of the _____. The judges help us when people do not agree on the _______ of the laws. Also the judges make sure the ___ do not break the laws of the Maryland ___________. This branch is the judicial branch.

The third part of the state government is the _________. The governor has _______. The governor sees that the _______ are obeyed. The governor has the power to _______ the laws. The governor can _______ criminals. This _______ is the ________ branch of government.

Key

STATE OF MARYLAND

1. rules or laws
2. rules or laws: Maryland
3. Constitution

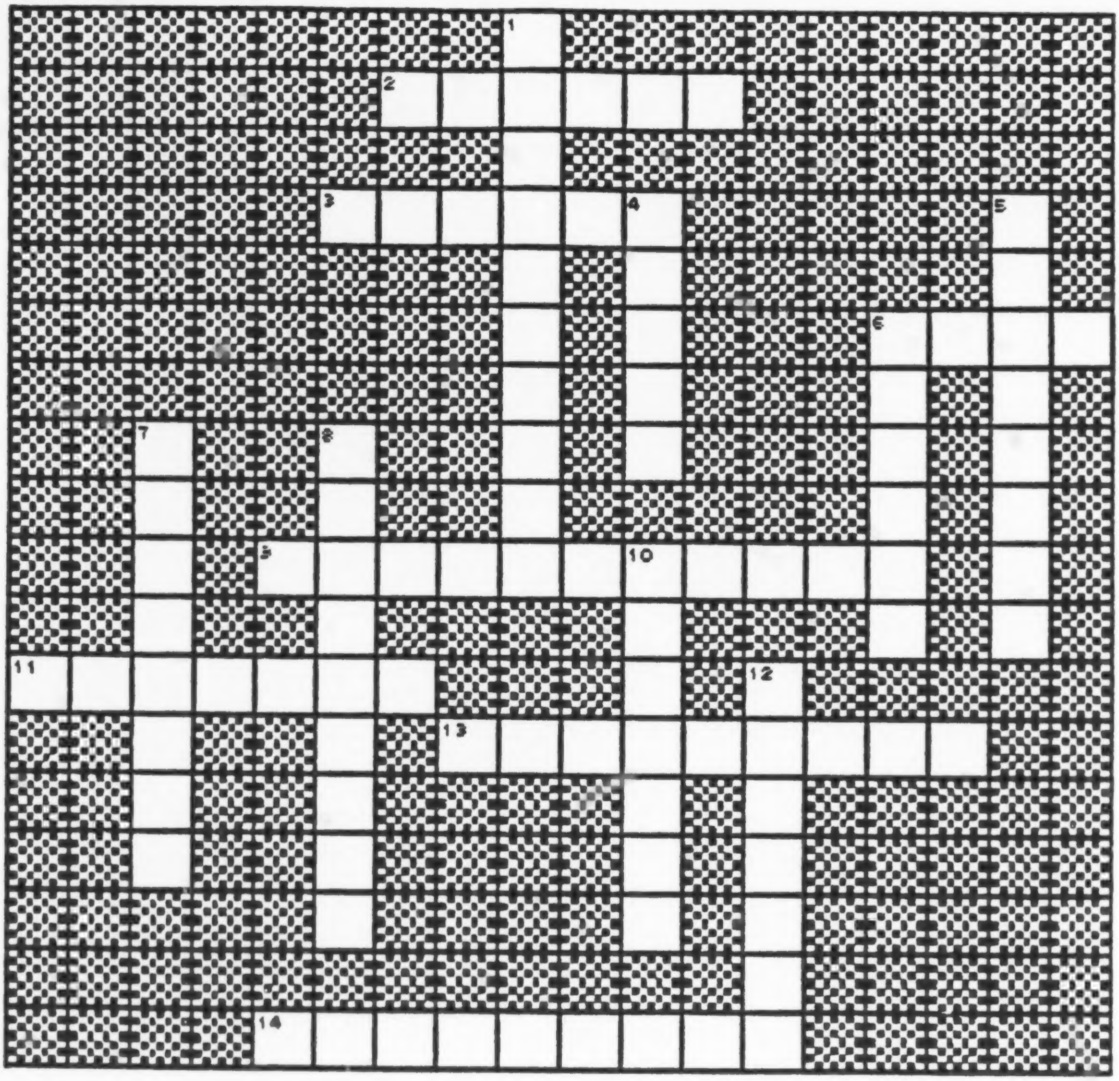
True-False

1. True
2. False
3. True
4. True
5. True

Fill in the blanks

Maryland, 3, parts, branch, power, Separation of Power, Assembly, Maryland representatives, Maryland, laws, legislative, branch, judges, laws, meaning, laws, Constitution, Executive branch, power, laws, enforce, pardon, branch, executive.

THE STATE GOVERNMENT



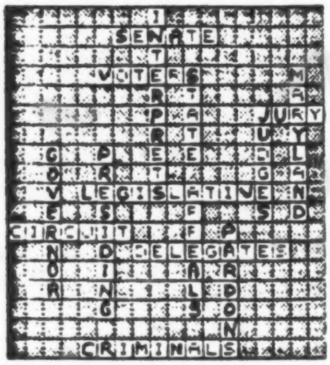
ACROSS CLUES

2. SENATORS SERVE IN THE ------
3. THE ------ OF MARYLAND OFTEN PICK JUDGES
6. TWELVE CITIZENS WHO LISTEN TO EVIDENCE AT A TRIAL ARE CALLED THE ----
9. THE BRANCH OF THE GOVERNMENT THAT MAKES THE LAWS
11. THE COURT WHICH HAS A JURY TO HELP IT MAKE DECISIONS
. THE HOUSE OF --------- IS LARGER THAN THE SENATE
14. THE GOVERNOR MAY PARDON ---------

DOWN CLUES

1. THE COURT OF APPEALS ---------- LAWS
4. MARYLAND IS A -----
5. THE STATE WE LIVE IN IS --------
6. SOME ------ ARE APPOINTED BY THE GOVERNOR, OTHERS ARE ELECTED BY THE VOTERS
7. THE LEADER OF THE LEGISLATIVE BRANCH OF THE STATE GOVERNMENT
8. THE DELEGATE IN CHARGE OF A MEETING OF THE HOUSE OF DELEGATES IS THE --------- OFFICER
10. THE COURT OF ------- IS THE HIGHEST COURT IN MARYLAND
12. THE GOVERNOR MAY GRANT ------- TO CRIMINALS

Answers: THE STATE GOVERNMENT Intermediate


SENATE
VOTERS
JURY
LEGISLATIVE
CIRCUIT
DELEGATES
CRIMINALS
GOVERNOR

Materials

Unlocking the Constitution and the Declaration of Independence, Globe Book Co. , Goldberg and Haynes.

"The Constitution", J. Weston Walch.

Civics for ESOL Students Grade 9, Prince George's County Public Schools.

The New Exploring American History, Schwarty and O'Conner, Globe Book Co.

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Appendix
MARYLAND PROJECT BASIC CITIZENSHIP TESTING CONTENT
Revised 1984

CONTENT SUPPLEMENT

CONSTITUTIONAL GOVERNMENT

The following information is eligible for use in test items dealing with the designated content areas.

3.4.1.3 - Defining Characteristics of Legislative Bodies

I. Divisions of Legislative Bodies

- A. U.S. Congress - 2 houses
    1. House of Representatives
    2. Senate
- B. Maryland General Assembly - 2 houses
    1. Senate
    2. House of Delegates

II. Qualifications for Membership in Legislative Bodies

- A. U.S. Senate
    1. Age - at least 30 years old
    2. Residency - of state from which elected
    3. Citizenship - U.S. citizen
- B. U.S. House of Representatives
    1. Age - at least 25 years old
    2. Residency - of state from which elected
    3. Citizenship - U.S. citizen
- C. Maryland Senate
    1. Age - at least 25 years old
    2. Residency - Maryland
- D. Maryland House of Delegates
    1. Age - at least 21 years old
    2. Residency - Maryland

III. Terms of Office

- A. U.S. Senate - 6 years
- B. U.S. House of Representatives - 2 years
- C. Maryland Senate - 4 years
- D. Maryland House of Delegates - 4 years

IV. Leaders of Legislative Bodies

- A. President of U.S. Senate
    1. Is also U.S. Vice President
    2. Serves as presiding officer; maintains order
    3. Is not member of Senate
    4. Does not normally vote; may vote to break a tie
- B. Speaker of U.S. House of Representatives
    1. Elected by House (In practice is choice of majority party)
    2. Serves as presiding officer; maintains order
    3. Is member of House
    4. May vote on any issue; must vote to break a tie
- C. President of Maryland Senate
    1. Elected by members of the Senate (In practice is choice of majority party)
    2. Is member of Senate
    3. Serves as presiding officer
    4. Has power to vote on all bills
    5. Has power to appoint members of committees
- D. Speaker of Maryland House of Delegates
    1. Elected by members of the House (In practice is choice of majority party)
    2. Is member of House
    3. Serves as presiding officer
    4. Has power to vote on all bills and to appoint members of committees

3.4.2.11 - Functions and Powers of Legislatures

The main function of the legislative branch is to make the laws.

I. U.S. Congress

- A. Passes laws - both houses
- B. Confirms or rejects appointments to office - Senate
- C. Declares war and makes peace - both houses
- D. Impeaches government officials - House begins proceedings; Senate holds trials
- E. Ratifies treaties - Senate
- F. Overrides vetoes - both houses
- G. Finances the government - House must introduce bills to raise money
- H. Approves the coining of money

II. Maryland General Assembly

- A. Passes laws (e.g., regulating trade, elections, voting, education, marriage, environment, health, and welfare)
- B. Confirms or rejects some appointments to office
- C. Overrides vetoes
- D. Finances state government

3.4.1.2 - Defining Characteristics of Executive Branches

I. Components of Executive Branches

- A. U.S. Executive Branch
    - 1. President
    - 2. Vice President
    - 3. Cabinet
    - 4. Executive Departments (e.g., Department of Defense, Department of the Treasury, etc.)
- B. Maryland Executive Branch
    - 1. Governor
    - 2. Lt. Governor
    - 3. Comptroller and Attorney General
    - 4. Executive Departments (e.g., Transportation, Health, Natural Resources, etc.)

NOTE: Material in parentheses is provided for clarification, but is not eligible for testing.

II. Qualifications of Chief Executive Officer

- A. U.S. President
    - 1. Age - at least 35 years old
    - 2. Residency - at least 14 years in U.S.
    - 3. Citizenship - natural-born citizen
- B. Maryland Governor
    - 1. Age - at least 30 years old
    - 2. Residency - a resident and registered voter in Maryland for five years

III. Terms of Office for Chief Executive Officer

- A. U.S. President - 4 years
- B. Maryland Governor - 4 years

IV. Cabinet and Executive Departments

A. U.S. Cabinet

1. Is composed of heads of executive departments
2. Advises President
3. Is appointed by President; confirmed by Senate
4. Serves as long as appointing President is in office and wants members to serve

B. U.S. Executive Departments — Administer various areas of government, such as international affairs, national finance, use of resources, etc.

C. Maryland Governor's Cabinet

1. Is composed of heads of major departments
2. Is appointed by Governor; confirmed by State Senate
3. Serves as long as appointing Governor is in office and wants members to serve

3.4.2.12 - Functions and Powers of Executive Branches

The main function of the executive branch is to see that all laws are carried out.

I. The Executive Branch of the Federal Government

A. Approves or veto all bills passed by Congress
B. Commands armed forces
C. Develops U.S. foreign policy
D. Appoints ambassadors and federal judges
E. Proposes laws and programs to Congress
F. Prepares federal budget
G. Grants pardons
H. Administers federal programs and services through cabinet departments

II. The Executive Branch of the State of Maryland

A. Carries out state laws and supervise work of executive departments
B. Approves or veto all state bills
C. Develops state policy and suggest new state laws
D. Grants pardons
E. Controls state police force and militia
F. Prepares state budget
G. Appoints judges and members of state commissions

3.4.1.4 - Defining Characteristics of Judicial Branches

I. Components of Judicial System

A. Federal-from highest to lowest

1. Supreme Court
2. U.S. Court of Appeals
3. District Courts

B. Maryland-from highest to lowest

1. Court of Appeals
2. Court of Special Appeals
3. Circuit Courts
4. District Courts

II. Appointment Process for Judges and Justices

A. Federal Courts — Appointed by President, confirmed by Senate
B. Maryland Courts — Some appointed by Governor and confirmed by State Senate; others elected

III. Terms of Office

A. Federal Courts — For life or until judge resigns, retires, dies, or is removed by impeachment process

B. Maryland Courts

1. District Courts - 10 years
2. Circuit Courts - 15 years

3.4.2.10 - Functions and Powers of Judicial Branches

The main function of the judicial branch is to interpret laws.

I. Federal Courts

   A. Federal District Court — Has original jurisdiction in cases involving violation of federal laws or treaties

   B. U.S. Court of Appeals — Has appellate jurisdiction

   C. U.S. Supreme Court

      1. Has original jurisdiction in disputes between states
      2. Has original jurisdiction in cases involving ambassadors and foreign ministers
      3. Interprets laws
      4. Determines constitutionality of acts of other branches of government
      5. Can review appeals from the highest state courts

II. Maryland Courts

   A. District Courts - non-jury

      1. Have jurisdiction in most minor civil cases and misdemeanors
      2. Have jurisdiction over most traffic and motor vehicle cases

   B. Circuit Courts - jury

      1. Have jurisdiction in most criminal and civil cases
      2. Have appellate jurisdiction over all appeals cases from District Courts

   C. Court of Special Appeals — Has appellate jurisdiction over all appeals cases from Circuit Courts (except those involving the death penalty which are reviewed by the Court of Appeals).

   D. Court of Appeals

      1. Is highest court in state
      2. Handles only cases of importance, interprets law for the state

NOTE: Material in parentheses is provided for clarification, but is not eligible for testing.

3.4.1.7 - Powers of State and/or Federal Governments

I. Exclusive Federal Powers

A. Declare (and engage in) war
B. Regulate interstate and foreign commerce
C. Maintain an army, navy, and air force
D. Print and coin money
E. Execute and enforce all federal laws
F. Conduct foreign affairs, including the negotiation of treaties and appointment of foreign ambassadors
G. Grant pardons and reprieves and commute the sentences of federal prisoners
H. Determine the constitutionality of laws
I. Hear cases involving the Constitution of the United States, federal laws or treaties, the United States, a state, citizens of different states, and ambassadors and consuls of foreign nations
J. Levy taxes for the federal government, including import and excise taxes

II. Exclusive State Powers

A. Determine qualifications of resident voters
B. Conduct elections
C. Govern marriage and divorce laws

III. Concurrent Powers

A. Levy and collect taxes
B. Make, enforce, and interpret laws
C. Punish lawbreakers
D. Protect the rights of citizens
E. Set traffic standards
F. Protect the public by setting standards for public health
G. Establish and maintain courts

IV. Powers Denied to Federal and State Governments

A. Pass laws that apply to actions occurring before the law was passed
B. Sentence a person to jail without a fair public trial
C. Levy taxes on exports
D. Pass any law that violates the U.S. Constitution
E. Grant titles of nobility

3.2.1.12 - Steps in Making a Law, in Correct Order

I. Federal Law

A. A bill is introduced in the House of Representatives.

> A Representative introduces the bill. It is given a title and printed. The Speaker of the House sends the bill to the proper House committee.

Note: Bills can be introduced in the Senate, but for purposes of the test, this order will be used.

B. The bill is studied by the House committee.

> The House committee holds hearings on the bill and may amend, rewrite, table, or approve the bill. If the bill is approved the committee sends it back to the House with a favorable report.

C. The bill is debated and approved by the House of Represenatives.

> The bill may be amended, returned to the committee for more revision, or approved by the House. If a majority of Representatives approve the bill, it is passed.

D. The bill is sent to the Senate.

> In the Senate, the bill is given a title and read. The bill is sent to the proper Senate committee.

E. The bill is studied by the Senate committee.

F. The bill is debated and approved by the Senate.

> Senate action is similar to the House (see B and C).

G. The bill is sent to a conference committee if there are differences between the House and Senate version of the bill.

> Both houses must approve the conference committee version of the bill.

H. The approved bill is sent to the President.

> When the bill is approved by both the House and the Senate, the bill is sent to the President. The President signs or vetoes the bill. Congress can again pass the bill over the President's veto by a vote of both houses.

NOTE: Boxed material is provided for clarification, but is not eligible for testing.

II. Maryland Law

   A. A similar process is followed with the House of Delegates and the Maryland Senate.

   B. The approved bill is sent to the Governor to sign or veto.

3.2.1.11 - Ways in Which a Law May Be Changed

I. Constitutional Amendment

   A. The U.S. Congress or national convention called by Congress may propose constitutional amendments.

   B. Amendments must be ratified by three-fourths of the states.

II. Other Laws

   A. A new law may be approved which replaces a former law.

   B. Laws may be repealed or abolished by an act of Congress.

   C. Citizens may collect a required number of signatures to force a referendum, or have a chance to approve or reject a state or local law by voting on it at the next general election.

   D. Laws may be ruled unconstitutional and revoked as a result of judicial review and interpretation.

3.4.1.6 - Defining Characteristics of Forms of Government

I. Structure of Government - Basic Framework

   A. Unitary system - all major powers located within central authority or government
   B. Confederation - an alliance of independent states with a central authority or government, but most of the major power rests with the states
   C. Federal System - power is shared between a strong central authority or government and the states

II. Political system is determined by how power is exercised or by the number who can participate in the political process.

   A. One or a few - authoritarian
   B. Many - representative democracy (republic)

I. Characteristics of Various Political Systems

A. Authoritarian

1. Government is not limited.
2. Power is located in the hands of an individual or a small group.
3. Rights are not guaranteed.
4. Elections do not offer a choice.
5. The government does not always follow the rule of law.
6. Force or the threat of force is frequently used to keep peace.

B. Representative democracy

1. Government is limited by consent of people.
2. Power is exercised by elected officials who are chosen by secret ballot.
3. Liberties and rights are guaranteed.
4. Government and people are under the rule of law.

CONTENT SUPPLEMENT

PRINCIPLES, RIGHTS, AND RESPONSIBILITIES

The following information is eligible for use in test items dealing with the designated content areas.

3.1.1.1 - Principles of U.S. Democracy

I. The powers of government are based on the consent of the governed.

II. People retain the right to alter or abolish a government that becomes destructive and form a new government.

III. Equality under the law is promised for all citizens.

IV. Rule of law guarantees rights and freedoms.

V. Majority rule will prevail with the rights of minorities protected.

VI. U.S. citizens have the right to participate in their government.

VII. The organization of government is based on the separation of powers, which includes the concept of checks and balances.

3.3.1.3 - Rights Guaranteed by the Bill of Rights

I. Religious and Political Freedom

A. Freedom of religion — The right to practice any religion or no religion as one chooses; Congress may not favor one religion over another and may not tax citizens to support any one religion

B. Freedom of speech — The right to express thoughts and opinions about anything as long as no one is libeled or the public safety is endangered by the things that are said

C. Freedom of the press — The right to express opinions in writing and the freedom to read what others have written

D. Freedom of assembly — The right to hold peaceful meetings and join organizations

E. Freedom of petition for redress of grievances — The right to ask the government to do something or to refrain from doing something, including the right to write a member of Congress or other government official

II. Right to keep and bear arms — The right to keep weapons necessary for an independent state militia

III. Right not to have troops quartered in homes (soldiers placed in citizens' homes so the citizens are forced to feed and house them) without the owners' consent in times of peace

IV. Freedom from unreasonable search or seizure of persons or property without a warrant and/or probable cause

V. Criminal Proceedings and Eminent Domain

   A. Persons may not be tried for a federal crime unless indicted by a grand jury.

   B. Persons may not be subject to double jeopardy; an accused person found not guilty may not be tried again for the same crime.

   C. Persons may not be required to testify against themselves.

   D. Persons may not be deprived of life, liberty, or property without due process of law.

   E. Private property may not be taken for public use without just compensation.

VI. Criminal Proceedings

   A. Right to a public trial
   B. Right to an impartial jury
   C. Right to be informed of the law one is accused of breaking
   D. Right to be confronted by witness against oneself
   E. Right to require witness to testify in one's behalf
   F. Right to defense counsel
   G. Freedom from excessive bail and cruel or unusual punishments

3.2.1.8 - Property Rights

I. Individual

   A. Right to privacy
   B. Right to sell or transfer property as the owner chooses
   C. Right to own property which may not be taken for public use without just compensation

II. State — Government's power to tax property

3.3.1.8 - Ways to Protect Individual Rights

I. Understanding Due Process of Law (see 3.3.1.3, Section VI, for a more detailed list)

   A. Search and seizure restrictions
   B. Right to remain silent when arrested
   C. Right to legal counsel whether or not one can afford it

II. Utilizing the Legal System

   A. Use of the law enforcement system — Reports crimes to the police

   B. Use of the court process

      1. Settles disputes before a judge and/or jury
      2. Abides by decisions of the court

III. Informing Government Regulatory Agencies of Violations

   A. Complaints about business
   B. Complaints about products
   C. Complaints about the environment
   D. Safety problems at work
   E. Job or housing discrimination

IV. Informing Legislators

   A. Letters or petitions sent to elected officials
   B. Letters sent to television, radio, or newspaper offices

V. Voting in All General Elections

VI. Joining or supporting special interest groups and/or lobbies

3.2.1.2 - Benefits from System of Law

I. Social Benefits

   A. Maintains order
   B. Prevents groups or individuals from taking advantage of others
   C. Protects health and safety of community
   D. Provides education

II. Personal Benefits

   A. Personal safety protected
   B. Personal property protected (see 3.2.1.8 for eligible test content)
   C. Personal rights protected (see 3.3.1.3 for eligible test content)

III. Economic Benefits

    A. Upholds validity of contracts
    B. Maintains order for the production and distribution of goods and services

3.3.1.10 - Legal Means of Dissent and Protest

I. Petitions

II. Lawsuits

III. Peaceful Public Protests

IV. Voting

V. Oral and Written Communications to Media and Public Officials

VI. Referendum

3.2.1.10 - Legal Means of Resolving Different Types of Conflict

I. Types of Conflicts

    A. Individual vs. individual
    B. Individual vs. group
    C. Group vs. group
    D. Individual vs. government
    E. Intergovernment

II. Legal Means of Resolving Conflicts

    A. Court suit
    B. Arbitration
    C. Negotiation
    D. Contract agreements
    E. Out-of-court settlements

3.1.1.3 - Legal Responsibilities of U.S. Citizens

I. Obey Laws

II. Pay Taxes

III. Serve as a Witness

IV. Serve on a Jury

CONTENT SUPPLEMENT

POLITICS AND POLITICAL BEHAVIOR

The following information is eligible for use in test items dealing with the designated content areas.

3.4.2.9 - Titles and Responsibilities of Public Officials

I. Local

  A. Mayor/County Executive

    1. Is chief manager of city or county
    2. Administers programs and service
    3. Appoints city/county officers
    4. Prepares local budget

  B. Council Member/County Commissioner

    1. Carries out some executive and legislative functions
      a. Develops local legislation
      b. Heads administrative departments, (e.g., water and sanitation, police and fire, etc.)
      c. Develops department policy

    2. Approves appointments

II. State

  A. Governor

    1. Carries out state laws and supervises work of executive departments
    2. Approves or vetoes all state bills
    3. Develops state policy and suggests new state laws
    4. Grants pardons
    5. Controls state police force and militia
    6. Prepares state budget
    7. Appoints judges and members of state commissions

  B. Lieutenant Governor

    1. Administers programs and services; performs duties delegated to him/her by the governor
    2. Substitutes in absence of governor or replaces governor in event he/she is unable to finish term

  C. Comptroller

    1. Plans the management of state revenues
    2. Enforces the collection of all taxes and revenues

D. Attorney General

1. Represents state in court cases
2. Advises state officials on legal matters
3. Rules on fine points in election laws

E. Legislator — Proposes state legislation

F. Judge

1. Presides over court cases
2. Interprets state law

III. Federal

A. President

1. Approves or vetoes all bills passed by Congress
2. Serves as Commander in Chief of armed forces
3. Develops U.S. foreign policy
4. Appoints ambassadors and federal judges
5. Proposes laws and programs to Congress
6. Prepares federal budget
7. Grants pardons
8. Administers federal programs and services through cabinet departments

B. Vice President

1. Presides over Senate
2. Substitutes in absence of President or replaces President in event he/she is unable to finish term
3. Performs other duties as assigned by the President

C. Cabinet Member

1. Administers programs and services in member's department
2. Advises President

D. Senator

1. Develops legislation
2. Confirms or rejects appointments to office
3. Participates in impeachment proceedings
4. Ratifies treaties

E. Congressperson-Representative

1. Develops legislation
2. Begins impeachment proceedings
3. Proposes revenue bills

F. Judge

1. Presides over court cases
2. Interprets federal law

3.4.1.9 - Roles of Political Parties

I. To develop party platforms at national conventions

II. To raise funds for political purposes

III. To select candidates at national conventions to run for office

IV. To educate voters about candidates and issues and disseminate information to the public as part of the election process

V. To provide leadership for government

VI. To provide balance and stability in government by criticizing the party in power

VII. To provide basis for citizen participation in the government

3.4.2.3 - Selection Processes for Officials

I. Local

  A. Mayor/County Executive — Elected by popular vote process or selected by Council/Commission

  B. Council Member/County Commissioner

    1. Files for office
    2. Campaigns
    3. Receives nomination
    4. Appears on general election ballot - popular vote

II. State

  A. Governor

    1. Files for office
    2. Campaigns
    3. Runs in primary election
    4. Appears on general election ballot - popular vote

  B. Lieutenant Governor

    1. Files for office with the candidate for governor of same party
    2. Campaigns
    3. Runs in primary election - voted together with candidate for governor
    4. Appears on general election ballot - popular vote

  C. Attorney General

    1. Files for office
    2. Campaigns
    3. Runs in primary election
    4. App[illegible] on general ballot - popular vote

D. Comptroller

1. Files for office
2. Campaigns
3. Runs in primary election
4. Appears on general ballot - popular vote

E. Legislator

1. Files for office
2. Campaigns
3. Runs in primary election
4. Appears on general election ballot - popular vote

F. Judge - some appointed by Governor and confirmed by State Senate; others elected

III. Federal

A. President

1. Campaigns
2. Nominated by party at national convention
3. Runs in national election - popular vote
4. Electoral college

B. Vice President

1. Campaigns
2. Nominated by party at national convention
3. Election - voted together with presidential candidate
4. Electoral college

C. Cabinet Member

1. Appointed by President
2. Confirmed by Senate

D. Senator

1. Files for office
2. Campaigns
3. Runs in primary election
4. Appears on general election ballot - popular vote

E. Congressperson

1. Files for office
2. Campaigns
3. Runs in primary election
4. Appears on general election ballot - popular vote

F. Judge

1. Appointed by President
2. Confirmed by Senate

3.5.1.3 - Sources of Information

I. Television News

II. Newspapers

III. Radio

IV. Magazines (popular)

V. Other Periodicals

VI. Government Publications

VII. Public Officials

VIII. Public Meetings

IX. Library

X. Reference Materials — Encyclopedia

3.5.1.2 - Evaluating Reliability of Public Information

I. Types of Information

A. Advertising
B. Congressional newsletter
C. Magazine articles
D. Newscasts
E. Newspaper articles
F. Public information pamphlets
G. Reference materials

II. Characteristics of Reliable Sources of Information

A. Accurate use of facts

B. Identification of sources for information and providing a reason why source should be knowledgeable on subject, if not obvious

C. Evidence of source's specialized knowledge about the subject

D. Adequate support for statements

III. Characteristics of Unreliable Sources of Information

A. Use of unsupported opinions

B. Failure to identify sources

C. Identification of sources that have no apparent claim of specialized knowledge on the subject

   1. Testimonials - (having a well-known person support an issue)

   2. Bandwagon technique - (urging everyone to get on the bandwagon, follow the crowd)

D. Use of generalities and unsupported statements

E. Appeal to emotions of audience

   1. Namecalling - (giving someone a label that people fear or dislike)

   2. Plain-folks appeals - (presenting oneself in a manner that is folksy and down to earth)

EVALUATION OF THIS CURRICULUM GUIDE

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to Assistant in Curriculum and Instruction, Department of Instructional Services. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

- -

PGIN 7690- __________ ____________________________________

Name of Document

____

Name of Unit/Chapter Evaluated

____________________ ____________________

Instructional Level/Grade Level(s) Publication Date

1. In-service was received on this publication. Yes _____ No _____

2. The in-service was (adequate, inadequate) for using this document.

3. Teachers could use further in-service on the following topics/chapters/units

   ____

   ____

4. The errors/omissions noted in the document are on page(s) ____________________

   ____

5. The best written and most helpful sections or pages of this document are ____________

   ____

   ____

6. Information needs to be revised on the following ____________________________

   ____

   ____

7. The attached material (outline, ditto, lesson plan, etc.) should be added to the document.

   ____

   ____

8. Did the format of the guide make it easy to use? Yes _____ No _____ What changes would you like to see included?

____

____

____

9. Do the lessons contain realistic teaching time frames? Yes _____ No _____
If no, what should be changed?

____

____

10. Are there a sufficient number of teaching lessons/activities? Yes _____ No _____

11. Are there a sufficient number of available resources listed? Yes _____ No _____

12. Was the content appropriate for the level of teaching? Yes _____ No _____

13. Does the content adequately provide for Title IX (sex equality) guidelines?
Yes _____ No _____

14. Does the content adequately provide for inclusion of information about multicultural and multiracial relationships? Yes _____ No _____

15. The following suggestions would improve this document:

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Name (if desired) ____________________________________

School ____________________________________